

# JOURNAL

## OF THE

# Mysore State Education Federation

Vol. XII]

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### THE FUTURE OF ENGLISH IN SCHOOLS\*

BY SHRI J. B. MALLARADHYA, M.A., I.A.S. (Retd.), M.L.A.

*President, Mysore State Education Federation*

It seems to me that a Seminar is essentially a process in teacher education. Anything done to improve his efficiency or deepen his understanding or appreciation is a direct contribution to the vitalising of the Educational process. These are days of Seminars, Workshops, Refresher Courses, Study Circles, Summer Camps, Conferences, Educational Tours and they are all intended primarily to make teacher education, more balanced, more useful, more practical and more satisfying to the participants. Seminars are designed to refresh the teacher's knowledge, to create in him an awareness for new ideas, methods and practices, and to enrich his personal and professional experiences.

A seminar is a group of mature minds working on one or more subjects of study, engaged in a joint discussion. The technique involves the launching of theses of a penetrating and provocative character upon which all members of the group have equal opportunities to express themselves freely around a table. The objectives are to provoke thought, to stimulate discussion, to clarify issues and to arrive at agreed conclusions with a co-operative approach after ironing out whatever differences may exist. A seminar is an occasion for developing informal contacts between teachers with varied backgrounds. At the end of the Session a practical plan is formulated which is capable of implementation.

A real teacher is a part-time student all his life. It was Dr. Tagore who said "Who

dares to teach must never cease to learn". Intellectual stagnation is obviously physical death for any teacher.

Trained teachers, after B.Ed. or M.Ed., should never revert to outmoded methods of teaching. They should develop a scientific and experimental attitude and a functional approach to educational problems.

*Quality in Education* should be the objective and no attempt to make it cheap and nasty should ever be made. Academic standards can never be secured by ill-paid, ill-equipped, inadequately trained, and unskilled teachers.

Government may sponsor schemes which promise impressive and spectacular statistical results but they seem to ignore the fundamental fact that teaching is one of the most exacting and complicated of human arts, and the raw material they can make or mar is the most valuable asset which any community possesses. The central figures in all schemes of educational activity and advancement is the Teacher. His social status should be recognized. His individual dignity, worthy of his professional calling should be emphasized. His opinions should carry weight and these opinions are formed not in isolation, not in his solitude but in seminars of the type that we have organized.

You will all agree that the teaching of English in the Secondary Grade forms an essential element of real, and sound education. This teaching of English means clear expression in English both spoken and written, based on the logical arrangement of ideas. To such training, every teacher has a contribution to make and such contribution is of vital importance to the pupil and to the whole scheme of education. My

\* Speech delivered at the inaugural function of the subject Seminar on English organised by the M.S.E.F. and sponsored by the All-India Council for Secondary Education in India at Mysore, in December 1958.



experience of the work of High Schools in Mysore during my stewardship of the Department has convinced me that the standard of English exhibited by the average Secondary School pupil is shockingly poor and that should be the experience of every one of my colleagues in the State Service in any Department. It is indisputable that one of the most important reasons for this depressing state of affairs is the lack of adequately trained teachers in English who handle the High School classes. If an English teacher does not train his pupils in the comprehension and arrangement and expression of ideas with clarity, it is a sad commentary on the selection of teachers and it is the misfortune of the pupils that come under his influence. English forms one of the important subjects in the curriculum and teaching of English includes the use of the English language by means of exercises in composition and essay writing, the teaching of formal grammar and the study of prose and pieces of poetry. The study of English literature is an essential part of the teaching of English at this grade of education. Too many boys and girls after leaving the High School show themselves to be deficient in ability to master the thought of a passage or chapter and to express their ideas in writing or orally with any degree of precision and clarity. This state of affairs which is substantially true exposes a severe weakness and serious defect in our system of Secondary Education which cannot be suffered to persist.

A further tendency which I have noticed on the part of teachers in particular subjects such as History, Economics, Physics, Chemistry or Science is that they feel that since English is the responsibility of others more skilled than themselves, their obligation in this respect now lay more lightly on them. The result has been that the teaching of English has suffered in quality seriously and it does not seem to be realised in appropriate quarters that English is of the greatest importance in all expression of ideas no matter what the subject is.

In regard to the teaching of English literature, you will perhaps agree that it is very much dependent on the special qualities in a teacher and the pupil and on the special relation between them. More often the teaching of English literature is concerned with values which must be "caught rather than taught". While it is true and desirable that enjoyment of English literature should be fostered

in as many pupils as possible, it is essential that every pupil should be trained by a competent teacher to understand English and to use it with ease and correctness both in speech and in writing.

The practice of essay writing that prevails in our High Schools has a harmful influence on the development of the power to write naturally and effectively. Good writing must spring from a desire to say something and must have within itself a clear purpose other than that of fulfilling an imposed task. It seems to me that essay writing is in the nature of an artificial exercise in the case of many students. It does not create a natural habit of thought and expression.

Another defect which is perhaps common to all our High Schools is that very little importance is attached to oral expression as a means of developing ease in social relations. Our boys and girls should be enabled to express their ideas aloud in the presence of others with some degree of confidence. In regard to this, when the mother-tongue of the pupil is not English, there is lack of opportunity in home surroundings for developing this talent. Therefore we should naturally look to the schools to enable the pupils to display initiative, energy and interest in speaking to strangers and discussing with them on subjects of common interest.

I have oftentimes felt that every teacher in a High School who teaches subjects other than English should be made to realise that it is as much his responsibility to improve the knowledge of English and powers of expression in English among his pupils as the regular English teacher who is a Literature M.A. or B.A. (Hons.). I wonder whether it would offend against orthodox principles and methods of teaching, if an English teacher is also asked to handle one or two additional subjects like History, Geography, Civics and Economics. It seems to me that training in English needs a subject-matter and a motive and these would be provided in an adequate measure if subjects other than those contained in the English Text-Book are taught by the English teacher. This is however a matter which I would leave to the expert educationist. My main purpose in suggesting this is that the English teacher should encourage extensive reading in whatever field most appeals to individual pupils. In



doing this, he should depend on a good library and he should arouse the interests of his pupils to use the library to good purpose.

I would invite the earnest attention of our teachers to the importance of giving adequate opportunity to their pupils to hear good English spoken whether in Drama or Speeches or in reading aloud in a class-room and to train them for speaking good English by acting or in a debating society or discussions in groups or by repeating passages learnt by heart or by lectures in class-rooms or in Students' Societies. It is most important that they get the "feel" of correct English on their tongue. A high standard of reading aloud can be established in a school and can become so powerful a tradition that boys themselves will become the severest critics of slovenly and inaudible reading. Inter-School Competitions, Dramatic Performances and Debates all contribute to this end. The correction of faulty vowel sounds and slovenly articulation are matters which should receive attention by the teachers. The responsibility of the Secondary Schools in the matter of Speech training of our boys and girls cannot be over-emphasized.

I look forward to the day when our English and other subject teachers would appreciate the value of reading good books with their pupils. I should ask a pertinent question on this occasion as to how many of our English teachers have found time to enjoy reading a book with their pupils, apart from making pretentious claims to interest their pupils in the study of English Literature. I am fully aware that many Literature Honours Degree holders have been conspicuously successful teachers. They have given special thought to aims and methods of teaching English. As I stated earlier, from the point of view of teaching English and the learning of the English language by our pupils to whom it happens to be a foreign language, the dangers of too technical or specialist approach to the subject are too great and this should be avoided at all costs. The real point that I wish to make is that even subject teachers should be enabled to make those contacts with English through other subjects which give added reality and naturalness to the study of English and through English itself to bring to bear upon other subjects the required power of comprehension and standards of expression. It is only then and not till

then that the standard of English in our High Schools would improve.

I should like to say a word or two about the qualities of training and equipment of the English teacher himself. It is not sufficient for him to rest on the laurels of a pass or honours degree in English. That I consider is only the beginning of wisdom. He should constantly put in systematized study of English and he would then realise the psychological effect of his knowledge on the pupils. As part of his studies, continuous attention has to be paid to increasing knowledge of idiom and usage in connection with everyday English. The right type of teacher has to cultivate the art of sympathetic imagination. In forging links of comradeship between the teacher and the pupil, nothing will be of greater help than interest and enthusiasm on the part of the teacher. He has to recognize the need for keeping in touch with developments in the methods of teaching the subject. There is a tendency to think that when one obtains a B.Ed. Degree or M.Ed., he has become a trained teacher and nothing more requires to be done. This is fatal to any institution of which he is in charge. New methods are continuously being tried out and it is very desirable and necessary that a successful and conscientious teacher should keep in touch with changing methods and experiments in schools. In the right type of teacher, I would expect an eagerness to try out some experiments himself. He should be actuated by a desire to avoid moving in old ruts which have proved ineffectual in teaching and he should always be on the look out for something fresh and interesting which promises to improve his technique and make the subject more interesting for his class.

I am personally inclined to believe that a pupil's attitude to education in general may be very largely moulded by his reactions in the English class-room. If he finds an attitude of veiled hostility, of indifference, of boredom getting through so much work which he has to do, it will have a very dangerous effect on his whole attitude to school, to education and to life itself. It is therefore very important that from the larger interests of education in general, the teacher assists his pupils in seeing that the right sort of attitude holds sway in the English classes.

On this occasion, I feel tempted to speak of the relation that the mother-tongue of our pupils bears to the English language. There



is sometimes a false anti-thesis set up between English and mother-tongue, it being wrongly supposed that if English is emphasised the mother-tongue suffers. I am a firm believer in the theory that the mother-tongue can be of the greatest assistance directly and indirectly as far as the teaching assistance foreign language in our schools is concerned. Other things being equal, strength in the mother-tongue will mean strength in English. This is not a mere personal opinion which I express but is the result of an investigation carried on in regard to the correlation between English and mother-tongue by some of the educationists and psychologists. The habit of clear and orderly expression of thought is abundantly in evidence in the case of a large majority of pupils who have attained a high degree of efficiency in their mother-tongue. Very often, a story or essay given in an English class is a comparative failure because of the lack of ideas. Sometimes the ideas are there but they do not get translated on paper because of the lack of vocabulary with which to express them. In remedying both these defects, the mother-tongue can be of very great use. Further, it can be of immense help in the realm of oral composition and speaking. A course of speeches, debates, story-telling, and plays in the mother-tongue would help to make similar attempts in English very much more successful than if they were left to the English teacher to introduce as absolutely new ideas. Even in regard to the habit of reading books, it must be developed in connection with the mother-tongue. This is the one aspect which is sadly neglected in our schools and the one sphere in which the Kannada, Tamil or Telugu teacher can help his colleague teaching in English and the mother-tongue can have a helpful influence on English. Whether it is in the teaching of grammar and in the use of contrast and comparison, constructions and idioms, the mother-tongue can be of the greatest assistance. In some High Schools, which I inspected during my tenure of office as Director of Public Instruction, the English teacher was hesitating to use Kannada to explain the real significance and meaning of a difficult sentence in the English text. This was perhaps due to his adherence to the Direct Method of teaching which he learnt while in the Training College. It seems to me that this is an unfortunate attitude on the part of an English teacher. I don't see

why when giving the Kannada equivalent which is the best and quickest way of explaining the meaning of a rather difficult passage in English, there should be any hesitation in employing it. The trained teacher may brand me as unorthodox but from the pupil's point of view, nothing should be too great a sacrifice, if the objective is to make him understand what is taught. It should be within your knowledge as it is with mine as to how poor is the ability of our boys and girls with regard to translation, which is a valuable exercise in definiteness and accuracy. Even here, the use of the mother-tongue which supplies the ideas should be more fully used by the English teacher.

I am afraid I am getting into details but that is, perhaps, due to the fact that this occasion reminds me of the most pleasant experiences that I had over thirty-seven years ago for a period of very nearly two years, teaching young pupils of the Mari-mallappa's High School, what was then felt to be a difficult subject, viz., English. My experience and my ideas may perhaps be felt to be far too outmoded but the fact remains that our standard of English in High Schools is deteriorating day by day and something must be done to arrest this unfortunate tendency. It is in this view that I welcome the idea of the organization of a Seminar like this for English teachers in High Schools. I was at a loss to understand why only the High School teachers were thought of and not the English teachers in Middle Schools because I honestly feel that the foundations for bad English are laid more in our Middle Schools than in High Schools. The reform should have started there and the defects of the system rooted out and nipped in the bud and I do trust that the Department of Public Instruction would give their very earnest consideration to the need for organizing Seminars and Refresher Courses for our teachers in Middle Schools which correspond to the Junior Secondary Schools or post-Primary Schools.

It would perhaps be appropriate on this occasion for me to refer to what has been said or done by the Committee for Educational Reform in Mysore in so far as it relates to teaching of English in High Schools. The Mysore Committee on Educational Reforms has held the view that the objectives in teaching English as an important subject in the curriculum is to secure the comprehension of simple, spoken and written English,



the ability to express the ordinary experiences of life in simple, spoken and written English and in the Higher Secondary Schools to introduce the student to the rich literature of that language. Active use rather than passive understanding has to be attempted. Plenty of oral work instead of the narrow study of one or two prescribed text-books would be necessary. Conversation, letter-writing, training in reading standard newspapers, drama and debates may be useful methods worthwhile adopting in the improvement of knowledge of English. In essence, it was the considered view of our Committee that neither text-books nor grammar by themselves should figure prominently. The emphasis is all in the active or expressive aspects of English rather than on the merely passive or receptive ones, which prevail at present. In accordance with this view, the appropriate Syllabus Committee came to the conclusion that there should not only be a strict determination of number of words to be used or acquired by the pupils as their vocabulary but also the manner in which they ought to be acquired. They fixed 2,000 words as the minimum required for a full understanding and free expression in English. The Syllabus Committee expressed themselves emphatically against the quantitative prescriptions given in the present syllabus, whereby so many lines of poetry, so many pages of prose and so many topics under grammar are expected to be covered within a given time. The main objective is not to acquire a certain quantum of knowledge in English literature but to secure a certain degree of skill and ability in the use of the English language. When the new scheme is accepted by Government and the Department is enabled to give effect to the proposals of the Reforms Committee. I venture to express the hope that our English and subject teachers would understand the new aims and to follow the new procedure envisaged in the report of the Reforms Committee and thereby help in raising the standard of English among our boys and girls of High Schools. I am looking forward to evolving a scheme by which our teachers in English could be provided with short courses of instruction, accompanied by actual demonstration lessons, especially those relating to the preliminary stages of teaching English. A handbook of teaching English will have to be prepared by competent individuals or a Board and made available to our English teachers for their guidance. It

is also in this view that Refresher Courses which I have referred to earlier would be of inestimable value to the Department and to the teachers.

Before I conclude I cannot resist the temptation to refer to a matter of vital importance to all those interested in education, viz., the place of English in the reformed system of education in Mysore and its relation to the regional language. There seems to be a thoroughly erroneous impression left in the minds of some people that in trying to introduce Kannada as the medium of instruction up to and inclusive of the Intermediate or Pre-University stage of education, those in authority have ignored the importance of English and relegated it to a comparatively insignificant position. I wish I had the time to refer to it in detail. I would content myself by saying on this occasion that English would continue to enjoy the same status even in future and there is no room for any apprehension as to its future in the Secondary School curriculum or in the University. I am emphatically of the view that whatever might have been the attitude towards English in the pre-independence days and immediately after, there has been a marked unanimity in the desire for study of English. "Now that the English have gone, we want English to stay" seems to indicate the present attitude towards English. English is becoming a world language holding the key to the vast progress that has been made in the scientific and other fields of knowledge and in these days when ideas of world federation and international co-operation in spheres which concern human life intimately—social, cultural and economic—are developing, a knowledge of English becomes essential if we are to keep ourselves in the vanguard of progress. It is in this context that I hold the view that the position of English should not be impaired in the scheme of educational reorganization. We have taken note of the fact that English is the language of international commerce and intercourse. English is a rich and well developed language and possesses valuable gems of literature. It must also be conceded that English has served to bring at least the educated people of India together so far. It is neither possible nor desirable to banish English from the Educational System in Mysore or from any part of India.

But I wish to emphasize the fact that in giving English a just and reasonable place  
(Continued on page 252)



## A STUDY PROJECT ON 'GANDHIJI'

BY SHRI S. P. PATIL

Principal, Government Training College for Men, Dharwar

### 1. INTRODUCTION

**T**HE Project method for teaching Mahatma Gandhiji's ideas in this College was undertaken this year during the Gandhi Jayanti Celebrations held from 2-10-1958 to 11-10-1958 on the lines suggested in the letter No. F. 15/56 D 6 (RME) of 29-10-1957 from the Secretary to the Government of India, Ministry of Educational Scientific Research, New Delhi. The proposal was first discussed with the staff in June 1958 and a Sub-Committee was appointed to make definite suggestions regarding the possibility of undertaking the 'Project' this year. Its report was studied and finally a provisional programme was prepared by the end of August. The whole plan was explained to the trainees in September and necessary steps were taken to carry out the 'Project' during the Gandhi Jayanti Week.

### 2. OBJECTS

- (i) To study the life and teachings of Mahatma Gandhi.
- (ii) To arrange correlated teaching on "Gandhiji".
- (iii) To organise *Shramadana* and continuous weaving.
- (iv) To encourage the hidden talent of the trainees in writing, versification, model making, drawing and dramatising.
- (v) To guide the trainees in the organisation of practical programmes in their schools.

### 3. PROGRAMME

The following programme was chalked out depending on the facilities available in the College :

29-9-1958 :

- (i) *Shramadana* by the Staff to dig and repair a gutter about 170' long.
- (ii) Correlated Lessons by the trainees.
- (iii) Joint Session of the Trainees' Parliament.

2-10-1958 :

- (i) Inauguration of the Gandhi Jayanti Celebrations.
- (ii) *Shramadana* by trainees to construct a gallery on the gutter.

- (iii) Continuous weaving—To prepare carpets for the Prayer Hall of the School out of the yarn spun by the School children.

3-10-1958 :

- (i) *Shramadana*.
- (ii) Correlated Lessons.
- (iii) Continuous Weaving.

4-10-1958 :

- (i) To participate in the mass prayer and spinning organised by the local Basic Institutions (40 teachers and students of this College participated).
- (ii) *Shramadana*.
- (iii) Correlated Lessons.
- (iv) Continuous Weaving.

5-10-1958 :

- (i) Continuous Weaving.
- (ii) Musical Entertainments.

6-10-1958 :

- (i) Special Safai.
- (ii) *Shramadana*.
- (iii) Continuous Weaving.
- (iv) Spinning Competition.
- (v) Variety Entertainments and Theatricals.
- (vi) Correlated Lessons.

7-10-1958 :

- (i) Continuous Weaving.
- (ii) Symposium on Gandhiji's Life and Teaching.
- (iii) Variety Entertainments and Theatricals.
- (iv) Decoration of the Class-rooms.
- (v) Correlated Lessons.

8-10-1958 :

- (i) Continuous Weaving.
- (ii) Variety Entertainments and Theatricals.

9-10-1958 :

- (i) Continuous Weaving.
- (ii) *Shramadana*.
- (iii) Lecture on Sarvodaya.
- (iv) Declaration of the results of competitions held in writing Essays and Poems, Correlated Lessons, and Class-room Decoration.
- (v) Variety Entertainment.



**10-10-1958 :**

- (i) Continuous Weaving.
- (ii) Organising the Exhibition.
- (iii) Theatricals.
- (iv) Exhibition of Physical Feats by Professionals.

**11-10-1958 :**

- (i) Continuous Weaving.
- (ii) Intra-murals.
- (iii) Opening of the Exhibition by Hon'ble Prof. Humayun Kabir.
- (iv) Declaration of the results of the competitions in Theatricals, Drawing, Model-Making and Cleaning of the Individual Rooms.

**12-10-1958 :**

- (i) Preparation of a special collection of writings and drawings of the trainees on the occasion.

**13-10-1958 :****CLOSING FUNCTION**

- (i) Report Reading on the Organisation of the Project.
- (ii) Publication of the Special Collection.
- (iii) Prize Distribution.
- (iv) Speech of the Chief Guest.

**ACHIEVEMENTS****I. BOOKS READ ON GANDHIJI FOR THE OCCASION**

- (i) *Mahatma*, By D. G. Tendulkar—8 Volumes.
- (ii) *Mahatma Gandhi*, by Polak and Brailsford.
- (iii) *An Autobiography*.
- (iv) *The Life of Mahatma Gandhi*, by Louis Fisher.
- (v) *This is Bapu*, by Prabhu.
- (vi) *India's Bapu*, by A. N. Krishnarao.
- (vii) *Bapu*, by Birla.
- (viii) *Quit India*, by Gandhiji.
- (ix) *Gandhi's Principles*, by Sharma.
- (x) *Lessons from Gandhiji's Life*, by Sundara Rao.
- (xi) *Gandhiji as I Saw*, by Divakar.
- (xii) *Gandhiji's Deccan Tour*, by Aiyangar.
- (xiii) *Gandhi's Political Correspondence*, by Sharma.
- (xiv) *The Emperor of Peace*, by Krishna Murti.

**II. TOPICS STUDIED FOR ESSAY COMPETITION**

- (i) Our Mahatma.
- (ii) Life of Mahatma.

- (iii) From Yervada.
- (iv) Gandhi's Truth and Non-violence.
- (v) My Pet National Hero.
- (vi) Mohandas.
- (vii) Gandhi the Father of Nation.
- (viii) Gandhi's Educational Ideas.
- (ix) Lead, Kindly Light.
- (x) Removal of Untouchability.
- (xi) Quit-India Movement.
- (xii) What is the meaning of *Satyagraha*?
- (xiii) Important Milestones in the Life of the Mahatma.

**III. TOPICS ON WHICH POEMS WERE WRITTEN**

- (i) The Divine Light.
- (ii) Who Can This Be?
- (iii) Life's Light.
- (iv) Mahatma.
- (v) Respected Bapuji.
- (vi) Father of the Nation.
- (vii) The Immortal Gandhi.
- (viii) OH, the Architect of India's Freedom.
- (ix) Light of India.
- (x) In Memory of Mahatma.
- (xi) Children's Bapuji.
- (xii) Message of Mahatma's Life.

**IV. TOPICS CHOSEN FOR SYMPOSIUM**

- (i) What We Learn from the Life of the Mahatma?
- (ii) Gandhiji's Services to the Harijans.
- (iii) Some Memorable Moments in Gandhi's Life.
- (iv) Gandhiji's Constructive Programme.
- (v) Why Mahatma Gandhi is called the Mahatma?
- (vi) Gandhiji's Foresight.
- (vii) The Family Life of the Mahatma.
- (viii) Boyhood of Bapu.

**V. PICTURES DRAWN**

- (i) Numerous pictures on the various phases of the Mahatma.
- (ii) Sprinkling.
- (iii) Gandhiji's Album.
- (iv) Gandhiji while Spinning.
- (v) Charts and Maps.

**VI. MODELS MADE**

- (i) Gandhiji's Basic School.
- (ii) His Footware.
- (iii) His Eye-Glasses.
- (iv) The Three Monkeys.
- (v) Gandhi's Bust.
- (vi) Spinning Wheel.



- (vii) Gandhi's Ashrama.
- (viii) A scene from Gandhi's Prayer.
- (ix) Gandhiji's Three Basic Principles.
- (x) Gandhi's Famous Goat.

#### VII. UNITS FOR COMPETITION IN CORRELATED TEACHING

- (i) Spinning by Takli.
- (ii) Drawing a Picture of Gandhiji.
- (iii) Preparing Album of the Mahatma.
- (iv) To prepare and write an Invitation Card.
- (v) To prepare a Broom for the Safai.
- (vi) To prepare a Charkha.
- (viii) To prepare a Photo-frame for the Mahatma's Photo.
- (viii) To build an Ashrama.
- (ix) To make a Pair of Spectacles.

#### VIII. SHRAMADANA

- (i) An old gutter measuring 170' in length and 1½' in depth and 1½' in width was dug up, put back into use by the Staff.
- (ii) A gallery with two steps was built all along the repaired gutter by the trainees.

#### IX. CONTINUOUS WEAVING

Eighteen pieces of carpets each measuring 36' in length and 10" in width were woven

by the trainees in batches of three for two hours each daily from 8 a.m. to 6 p.m.

#### X. EXHIBITION

A two-day exhibition is being organised for exhibiting all the writings, pictures, models, prepared by the trainees and the Practicing School children during the project. The exhibition is going to be opened by Hon'ble Prof. Humayun Kabir on 11-10-1958 at 4-30 p.m.

#### XI. CLOSING FUNCTION

A special collection of the best Essays, Poems and Pictures was published during the closing function, when a general report on the project was presented and prizes awarded to the trainees for their performance in the various items of the project.

#### CONCLUSION

This is the first attempt of working the Gandhi-Project on such a scale. The results of this experiment, though not spectacular, have been quite encouraging and the experiences have been valuable. The successful working of this project presupposes a thorough preparation and an easy availability of the staff during the project.

### The Future of English in Schools

(Continued from page 249)

in our educational reorganization it should not be allowed to suppress and throttle the Regional language, viz., Kannada nor allow the legitimate rights of Kannada to be trampled by any foreign language. It is on this fundamental principle that the Regional language is sought to be made the medium of instruction up to the Intermediate or Pre-University stage as at present. There is no denying the fact that on a faulty appreciation of the value of medium of instruction in our schools in the past has sprung up a stratum of highly educated people and huge masses of uneducated and illiterate people. It is to remove this long-standing defect in the educational system that I supported the recommendation that the medium of instruction should be Kannada. I have had the noble and inspiring instances of China and Japan in my mind. I found support of the Sadler Commission and the Abbot and Wood Report of 1937 in coming to the decision regarding the medium of instruction. It is my considered view that Kannada cannot be developed as English without rehabilitating it and restoring it to its proper place. If we do not allow it to be a vehicle of the highest type of learning, it will never get a chance of enrichment. Kannada can no longer be smothered and it can resurrect itself only

when invoked with reverence. That is just my attitude to Kannada which influenced the Mysore Educational Reforms Committee to recognize Kannada's legitimate claim.

I owe you all an apology for this rather long and wearisome address. But I am sure you will appreciate the fact that quite a number of thoughts came cropping up in connection with this function demanding expression. If my enthusiasm has outrun my sense of discretion, the fault is not mine. The blame has to be laid at the doors of the two languages which we love and adore, viz., Kannada and English. I take this opportunity of expressing on behalf of the Mysore State Education Federation, our deep sense of obligation to the All-India Council of Secondary Education for enabling the Federation to organize this most useful Seminar in collaboration with the Government of Mysore for the benefit of our teachers. It is indeed a generous gesture and need I assure them that it is greatly appreciated all round. I am personally grateful to the Government of Mysore and the Director of Public Instruction for giving me an opportunity to associate myself with this pleasant function. Nothing remains for me but to invoke the blessings of God to crown your endeavour with unqualified success.



## PLACE OF MENTAL TESTING IN GUIDANCE WORK IN OUR SECONDARY SCHOOLS

BY DR. M. Z. KHAN, M.ED., PH.D.

*Lecturer, Graduates' Basic Training Centre, Dharwar*

### THE INTELLIGENCE TESTING

**W**ITH the rapid expansion of Educational activities and the diversity of curriculum being introduced in this country, the question arises whether it is too early to think in terms of proper guidance in education. There is a talk in some quarters of selection and guidance to pupils at a certain age but no concrete steps have been taken so far with the exception of a few sporadic efforts in this direction. In a country like India, which has a variety of geographical conditions and a multiplicity of languages, the task of constructing psychological tests and of standardising them is no doubt very complex. And yet there is no denying the fact that the problem has got to be faced and solved at an early date. It clearly emphasises that intelligence testing and psychological methods have become indispensable to modern nations in the planning of educational and social schemes. But we in India are badly in need of large-scale organised efforts to standardise suitable tests and use them to detect the genius, the normal and the dull and to determine the methods and contents of their education.

In our present-day essay type of examination, memory is much more important than understanding. It has created temptations of cheating, corruption and favouritism. The objective tests are immune from errors due to the subjectivity of scoring. An objective test can be scored in repeatedly by the same person without any variation in the score or by a number of persons without any disagreement in the score.

### NEED FOR INTELLIGENCE TESTS

Man is a social being. Not only does he differ in physical structures, traits and appearances but also in mental make-up. This the western world has realised and made tremendous progress in the science of intelligence testing so much so that mental testing is today recognised as an educational and a social necessity.

### USES OF INTELLIGENCE TESTS

Manifold are the uses of the intelligence tests. They can be enumerated as under :

1. Classification of pupils according to their capacity to grasp;
2. Framing of different curricula and courses for pupils of different capacity—superior, normal and defective;
3. Devising different teaching methods to suit the various classes of pupils; and finally
4. Guiding the pupils to choose the right course and subsequently the right professional courses and subsequently the right profession.

### INTELLIGENCE TESTING ITS DEVELOPMENT IN INDIA AND ABROAD

Alfred Binet of France was the first thinker to give the novel and ingenious concept of age-grade scale to the school world and hence he came to be regarded as the 'Father of Intelligence Tests'. Since his time, the western world has made tremendous progress in mental testing so much so that even a 'Bibliography' of Mental Tests runs into volumes of formidable size. The tale in India is different. She is not alive to the full import and significance of intelligence testing. There is a dearth of standardised intelligence tests here. With the spread of education and a change in its orientation from the classes to the masses, standardised group tests in different regional languages are much more needed for their ease and speed of administration and they are essentially required in the mother-tongue which is the proper medium for testing intelligence of school-going children. In view of the differences in America, England, France and Germany on the one hand and in India on the other, the tests require adaptation to suit local conditions. The present attempt of mine on a group scale in Kannada is the first of its kind in Karnataka for the age range of 14 years to 18 years and for Standards VIII to XI. It is an adaptation and translation in Kannada of the Northumberland mental Test No. II by Prof. G. H. Thomson.

### TESTS AND THEIR CLASSIFICATION

According to the method of administration, tests are classified as individual and



group tests. Individual tests are those which can be given to each child individually rather than to a class or groups of children collectively. They are costly and time-consuming as they take half-an-hour to two hours to administer to each child. 'Bombay-Karnatak Revision of Binet-Simon Scale' of Dr. V. V. Kamat is an example of an individual test. Group tests are those which can be given to a class or groups of children collectively rather than to each child individually. They are more commonly used in schools because they are easier to administer and involve less time than the individual tests and hence group tests gain the upper hand as they are better than individual tests. Exponents of mental testing like Otis, Thorndike, Pyle, Lobsein, Cattell, Burt, Thomson, Ballard and others adapted mental testing to group requirements. With the help of such tests, to quote Ballard, "The scheme enables the Authorities to fire out fools, to prevent the yoking of an ox with an ass and to put the right man in the right place".

#### CUMULATIVE RECORD CARDS AND THEIR USE IN SCHOOLS

To ensure a proper study of the individual boys and girls, a system of cumulative record cards for every pupil needs to be instituted in every school. Such a card would record the experiences of the pupil in school and out of school throughout his school career. The data essential for proper guidance would include intelligence, other special abilities displayed in school and out of school, interests, physical conditions and any special home circumstances likely to affect progress in school. This information is gathered from as many sources as possible from the boy's parents, friends, leaders in his out of school activities and the teachers too. Intelligence testing is necessary in order to evaluate the pupil properly to teach

him on right lines. If a pupil has a high I.Q. but is studying in the normal or lower standard, he would be called educationally retarded and should be given accelerated promotion to bring him to a standard suiting his intelligence level. If a pupil has a low I.Q. but is studying in the normal or higher standard, the instruction given to him will be either a waste or an undesirable and intolerable strain leading to mental derangement. Lastly, if a school is sufficiently big having many divisions of the same standard, the I.Q., will help a more homogeneous grouping of them for more efficient teaching or instruction.

In this connection, a group test of intelligence in Kannada has been prepared and standardised. This humble effort of mine is an objective approach to the problem of measuring intelligence of school children especially at the High School stage. This instrument will, it is hoped, be very useful to teachers and Principals of High Schools, to parents and guardians of children, to research students in education and perhaps even to the employers and bosses in selecting their employees and assistants.

In conclusion, Mental Testing has an important role to play in guidance work in this country. The Acharya Narendra Dev Committee Report on the reorganisation of Primary and Secondary Education recommended in 1939 in very clear terms to construct and standardize tests of intelligence-group as well as individual, verbal as well as non-verbal—for different special abilities and aptitudes—applicable to people from all strata of society and thus to establish the practice of educational and vocational guidance on a sound basis. It is therefore one may safely say in the end that tests can be used to great advantage in a guidance programme in our Secondary Schools of today.

### EDUCATION

"Literacy training by itself adds not an inch to one's moral height. Character-building is independent of literary training. Character-building—the development of courage, strength, virtue and the ability to forget oneself in working towards great aims

—is more important than literacy. Academic learning is only a means to this greater end. That is why Indian's great lack of literacy, deplorable as it is, does not make me feel that India is unfit for self-rule."—*Young India*,



## EDUCATION AND DEMOCRACY—THE TEACHER'S ROLE

BY SHRI D. KRISHNAYYA

*Teacher, Hindupur*

**A**S we are in Free India since 15-8-1947, we are now in a position to think what kind of education is best suited for our country which is groaning under appalling illiteracy though we have to our credit the rich cultural heritage of the past. It is not high time to think very seriously by what kind of education we can have the onward progress in life which our leaders are so constantly advocating? Though the Father of the Nation—Mahatma—is not now with us, the path of cultural progress chalked out by him is before us. Though Moulana is not here, his spirit of educational efficiency is with us.

The educationists have styled this outlook of education by the name of 'reorganization of education', to suit the spirit of the times and the country. It is our duty to work up quite successfully this scheme of work and shape the pupils who are in our charge to share the responsibility of democracy which is indeed great. We all wish to enjoy the fruits of freedom but we may not be ready to share the responsibilities thereof. Again, we have to examine ourselves very carefully whether at all we have the necessary training to direct the pupils in our charge to fit them for democracy.

'Where there is a will, there is a way', is the maxim which we have learnt from the thirsty crow and if really we have this thirst to train ourselves up first to share the responsibilities of democracy, we can by so doing train up suitably the pupils in our charge. So, let us on this Divine Deepavali Day, light the lamps of Love and Service and trim up the wicks and pour plenty of oil—devotion to duty and keep these bright and illuminating. Let these lamps dispel the appalling illiteracy of the country. By these lamps of Love, Service, Truth, Patience, *Ahimsa*. Sacrifice and the like let us crush the cruel demon—the illiteracy of the country—reigning supreme in this beloved land of ours in the garb of disease, dirt, poverty, untouchability, shortage of food and a host of such other hideous forms which are the fanciful features of *Naraka* who then was crushed by Sati Satyabhama in the company of her Lord Sri Krishna.

On this Deepavali Day, we must dedicate ourselves to serve the Motherland by placing these bright lights at her feet and not these of oil.

The angle of education in Free India is the right angle neither the acute nor the obtuse. Let us stand straight in the words of Dr. G. S. Krishnayya and make our pupils in our charge follow our example. Democracy means discipline of a high order and never indiscipline as people commonly think it to be. The greater the freedom, the greater is our responsibility is the warning note of Rajaji and he has often said that idleness of any kind may be punished under any section now. 'Ownership turns sand into gold', is a maxim under economics and we must by our industry of the busy bee turn each particle of energy still available within us into the precious metal and use it to our mutual advantage.

Our lamps of education must ever be bright. They must be carried here, there and everywhere and to all the corners of the country and thus delightfully illuminate the country. Mere literacy can never solve our problems of democracy. From the salute to the flag, we have to learn the essence of patriotism which ultimately leads us to successful living. Certainly we need the three Rs.—reading, writing and arithmetic. We also need subjects like Citizenship, Social Studies and Hobbies. Correlation corrects our angle of education and keeps it at the right angle. Under Citizenship we have to shape each pupil as a successful pupil of the class which ultimately means the School-World and then the citizen of Free India. The laws of Lycurgus are written in blood, simply mean the strictness of the laws. Such are our laws too. 'Respect for the law', we ought to learn first in order to become a good citizen and for this self-discipline is the shield and sacrifice the sword and freedom the helmet. Let us have such a course of citizenship and not the easy-go-lucky-good for nothing way. We ought to feel that we are the glorious architects of the country and by our work we can make or mar the country's

*(Continued on page 259)*



## PROGRESS OF BASIC EDUCATION IN MADHYA PRADESH

By SHRI SHAMSUDDIN

*Bajjnathpura, Raipur,*

**T**HE first seed of Basic Education in the form of "Vidya Mandir" institution was sown in the fertile and resourceful educational field of Madhya Pradesh in the year 1939. The credit for this goes to Late Pandit Ravishankar Shukla, the then Chief Minister of C.P. and Berar. Other States also followed suit, and not very long ago, in 1951, finding the suitable atmosphere of independence and national awakening, the work was started in this direction in right earnest in the regions of Madhya Bharat, Vindhya Pradesh and Bhopal. It will not be out of place to say that whatever development we find in the field of Basic Education in the new Madhya Pradesh today is nothing but the flourishing offshoots of the sapling grown in the year 1939.

Basic Education is an active, living system of education based on permanent psychological factors of life. In this system of education, a child, not only develops his mental faculties but having chosen any useful basic craft also as the centre of all studies, attains a harmonious development of his allround abilities. The type of education prevalent up till now, had the greatest defect, i.e., it ignored attention to the psychological development of the child along with total neglect of his future needs of life. The apparent consequences were that the education became gradually detached from life and instead of solving the problems of the livelihood of people, it created the new problem of the educated unemployed.

Our great leader and educationist Mahatma Gandhi, gave a deep thought over the situation and, having realised its urgency, gave impetus and encouragement to its progress in the State.

The Madhya Pradesh Government has taken a step to make concrete changes in the old stereotyped system of education and is constantly showing progress in it. In the beginning Basic Education was started in Primary Schools only. Under the 'First Five-Year Plan' 80 fresh Basic Primary Schools were started and 1,245 ordinary Primary Schools were converted into Basic Schools. Today, there are in all 1929 Basic Schools

in this Province. Even then, taking into account the number of ordinary schools, this figure is not satisfactory. The amount required to equip these schools with the necessary material is sufficiently great and the Government is doing its best to give grants to these schools. In fact, the complete Basic Schools with courses of studies of eight years, are only 40 in this State.

Under the Basic system of education instructions are imparted in the following subjects:—(1) Any Basic Craft—such as agriculture, spinning and weaving, gardening, carpentry, preparing articles of leather or cane, handicrafts, embroidery sewing and so on, (2) Mother-tongue, (3) Instructions in other subjects through the method of correlation, (4) Knowledge of citizenship and cultural life, (5) Physical and moral education. The basic idea and the main aim behind all this is that the child's education should be through activity and there should not be mere passive reception of knowledge. This enables him to develop his physical, mental, moral and cultural self, making him the best suitable and useful member of the society and State. Such an individual only can prove to be the best citizen of Democratic State like India. Keeping in view the above facts, the Madhya Pradesh Government is making necessary changes in the Middle and Secondary Schools of the State. Stress is being laid on mother-tongue, basic craft, physical education and cultural activities in their syllabus. Also diversified courses under Arts, Science and Commerce are offered to the students so as to furnish them with sufficient scope for the choice of subjects according to their abilities and aptitudes.

To achieve the desired success in the field of Basic Education, it is essential that there should be adequate arrangements of the training of teachers on basic lines. Up-till now there were only ordinary Training Schools and Training Colleges for Primary and Secondary School teachers respectively. But now, to fulfil the needs of the Basic trained teachers, the Government is opening fresh Basic Normal Schools as well as Post-Graduate Basic Training Colleges for



them. At present in the new Madhya Pradesh, there are in all 46 Basic Normal Schools from where 5,240 primary teachers get their training. As these teachers are required to work in the village-level schools, their training is given in accordance with the rural atmosphere and field of work available there. Thus agriculture, rural problems and their solution, prevailing village industries, etc., are included in their curriculum. In Basic Normal Schools, besides the instructions in the methods of teaching, due importance is laid on the healthy social and civic life of the pupil-teachers. There the atmosphere is such that the teachers naturally cast off all their narrow feelings of distinction of caste and creed, untouchability and give up superstitious ideas and start leading a broader, liberal and cultural life. Their daily time-table comprising of the programmes of prayer, exercise, mass-spinning, agriculture work, cleanliness, work in kitchen, newspaper reading, etc., start from 5 a.m. in the morning and keep them busy till 9-30 p.m. at night. Besides this in the free time of holidays and vacation, they undertake works of *Shramadan*, *Bhoodan*, cleanliness of slum areas, educational trips, etc. For the training of ladies there are separate Normal Schools for women and there is a slight difference in their curriculum too. As an example, they are given training in the handicrafts, sewing, needle-work and embroidery. In Madhya Pradesh there are 4 such Normal Schools for women.

For the training of graduates teaching in Normal Schools and the Inspectors of Primary Schools, there are Post-Graduate Basic Training Colleges. In Madhya Pradesh there are 3 such colleges in Jabalpur, Bhopal and Ujjain. Here the training is given to both the gents and ladies together. The number of graduates getting training from these colleges is about 250 only. These colleges also impart training in basic craft, self-dependence, methods of teaching, social service, healthy social and cultural life, etc.

Under the 'Second Five-Year Plan' special aim has been kept in view by the Government for the expansion of Basic Education in this State. There is provision of Rs. 394.76 lacks for this and the items of expansion are—opening of training centres for teachers, conversion of Primary Schools into Basic Schools, establishment of new Basic Schools, increase in the salary of teachers, construction of buildings and providing of equipment for Basic Schools, etc.

Thus we observe that the progress of Basic Education in Madhya Pradesh is going on rapidly and the Government is taking special and keen interest in it. But the unhappy fact, that the people are not taking the desired interest in it and regard it something quite different from their usual educational institutions, cannot be overlooked. Today a gap has been caused between Basic and non-Basic institutions, which is a great hindrance in the path of its progress. Perhaps one reason of it is that people have not yet understood the basic ideas behind this system and also its future useful results. They still like to cling to the old stereotyped system of education giving them Diplomas and Degrees only. For this it is essential that the general public should be acquainted with the ideology of Basic Education with the help of necessary literature, exhibitions, conferences, etc. Similarly, to fill the gap between Basic and non-Basic institutions, seminars on provincial and inter-provincial levels should be organised through which discussions and exchange of thoughts and ideas may be possible.

Of course, it can also be not denied that our education today is more dynamic, progressive and is throbbing with life which is in fact a good sign! Such education is sure to be more practical and useful for the society and the State. To conclude, if Basic Education continues to get co-operation from people and patronage from the Government, I can say with confidence that the future of Basic Education in Madhya Pradesh is very bright.

#### Education—A Free Venture

"Education is not an imposition from outside. It must be a free venture; the essence of freedom must be there is an ample intensity to make education a pleasurable experience. After all, education is an experience in freedom. But certainly, this freedom

does not signify any lack of discipline and culture. Education, like public mortality, must be a harmonious blending of liberty and compulsion."

—Gorky.



# COMMUNITY SCHOOLS AT WORK IN THE PHILIPPINES

By SHRI SHANTHI TAYAL

## I. SANTA BARBARA HIGH SCHOOL

### PILOT EXPERIMENTS

(A) **BACKGROUND** :—A survey of the community related the need for the popularization of sanitary toilet and the promotion of sanitation, food production, home beautification and literacy.

(B) **PLAN ADOPTED** :—The School programme was readjusted so as to provide a longer continuous period for home economics and vocational courses in one session and continuous work in academic courses in another session.

(C) **OBJECTIVES** :—(i) To develop in students proper attitude towards work.

(ii) To enable students to earn money through vocational and home economics projects in the school and in the home.

(iii) To bring about greater carry-over of school activities and attitudes to the homes.

### (D) SOME DISTINGUISHING FEATURES :—

(a) **Horticulture**. (i) Each student was given a plot of not less than 20 square meters on the school grounds to cultivate, irrespective of the course he was taking.

(ii) Each student was required to undertake and maintain a home project related to the courses he was taking.

(iii) In order to facilitate follow-up work, the whole community was divided into zones, each having a demonstration centre where mass meetings and demonstrations could be occasionally held.

(iv) Co-operation was extended by officials of the Provincial Nursery and Bureau of Animal Husbandry.

(v) When conditions warranted and the nature of work so demanded, students, instead of reporting for school work, stayed at home and devoted their time to their home projects. Proper check-up was done by teachers.

(b) **Woodworking**. People were engaged to have their furniture repaired in the school shop. Apprised of the lack of tools, people donated some tools to the school.

(c) **Home Economics**. To give students much time to accomplish home projects,

they were given two days during the school week to do their economics work at home.

(d) **Academic**. To determine whether the readjusted programme affected the academic achievement of the students, an achievement test was given to the school and to four others of about the same school population. The fact that the Santa Barbara School obtained second place in this test showed that academic work did not suffer from the new arrangement.

(e) **Literacy**. (i) Formal adult education classes were conducted by Fourth Year Students.

(ii) Most students preferred to follow the "each-one-teach-one" method of Dr. F. C. Laubach.

(E) **RESULTS** :—(a) The scheme provided a solution to the problem of programme-making and accommodation.

(b) It has developed greater initiative and resourcefulness in students and enabled them to earn money.

(c) The parents have learned to co-operate with the school in checking up on the work of students and in enabling the work in school to carry over to the homes.

(d) The programme has elevated labour in regard of both parents and students.

(e) Community health and sanitation have improved.

(f) As wholesome and useful hobbies were developed, juvenile delinquency appeared on the wane.

## II. TINA ELEMENTARY SCHOOL

(A) **BACKGROUND** :—A survey of the barrio revealed the need of improving health and sanitation, increasing the food supply, promoting ethical conduct, and eradicating illiteracy.

(B) **PROGRAMME ADOPTED** :—Co-operative activities for home and school.

(i) **Objectives**.

(a) **General**: To improve the life and living conditions of the people in the barrio through the barrio school.

(ii) **Social conditions to be improved**.

(a) **Health**. (1) **Specific objectives**. To provide a sanitary toilet for every home



in the community. To promote cleanliness in every home.

(2) *Means or agencies.* The Parent-Teacher Association, Community Assemblies. Publicizing clean and sanitary homes.

(b) *Home beautification.* Specific objective. To make every home in the community reasonably attractive and orderly.

(c) *Food production.* Specific objective. To increase the food supply of the barrio.

(d) *Literacy work.* Specific objective. To teach adults how to read and write (functional literacy).

(c) **RESULTS.** (i) 71% of the homes in Tina had toilets and clean surroundings at the time of the survey. By the end of the experiment, four months after the programme was put in operation, 96% of the homes had toilets and 98% had clean surroundings.

(ii) An area of 1.07 hectares produced 3,715 kilos of vegetables.

(iii) Of 120 homes, 118 had orchards.

(iv) Every home had a poultry project.  
—*Courtesy: Central Institute of Education, New Delhi.*

### Education and Democracy—The Teacher's Role

(Continued from page 255)

glory. Under social studies let the class be the social unit and the school as a group and the country as our field of activity and we should never forget the brotherhood of man and the universality of mankind. The hopes, joys, sorrows of mankind are ever linked together and we have to share these joys and sorrows cheerfully. In one word, we must remember the characteristics of the universal man of Tagore and of the world-citizen by Goldsmith.

Under Hobbies we can correlate each subject of the class-room and the expression 'learning is nothing but mirth', is fully demonstrated here. 'The senses are the gateways of knowledge', can also be fully demonstrated here. Under hobbies we can have the harmonious combination of crafts and culture and the revival of art. The sense of the sublime and the beautiful is ever there as the guiding star. Under cottage industries many of these can be practised to our great advantage. To cite an instance, under book-binding of the simplest type, we can prolong the life of any book and leave it to our next generation. The grandfather may transfer his book to his grandson or even to his great grandson. How thought is very forcible and how it travels from eternity to eternity we all know. Thought enters where no metal can. The edicts of Asoka, the rocks, the Ajanta caves and the palm-leaves all remind us how thought has come to be preserved in the like way, we should entrust our cultural heritage to the generation to come. 'Under

care of books', children can learn a lot and the ABC of book-binding is advocated to all students as a compulsory subject yielding rich results. The value of a book decides the nature of book-binding that it needs. Who can forget the highly artistic Dasara books of the past! Wonderful skill is exhibited in book-binding. The sense of touch, the artistic sense of the sublime and the beautiful and a host of others can be developed here.

The importance of the languages like the regional language, Hindi, and the universal language English should not be ignored in shaping education in democracy. Who can deny the high value of the mother-tongue! How can Hindi the national language be lost sight of. The value of the universal language English cannot be underestimated.

By all these and a host of others, we ought not to forget the place of physical education in shaping the educational programme in Free India. We want very sound bodies for self-defence and keep the mind in a sound and fit condition to do even a taxing work. 'New bodies for old and well disciplined bodies' must be our golden maxim now. As schools are the real and regular seats of democracy our educational policy must shape the pupils in our charge fully for that purpose. Be right and straight and try to face even your enemy aright and work out the scheme of education with an idealistic outlook, zeal and cheer in shaping the children into the proud citizens of tomorrow.



## EDUCATIONAL NOTES

### Raising the Status of Teachers

**I**N a statement laid on the table of the Lok Sabha recently, Dr. K. L. Shrimali, Union Minister of Education, detailed the various steps taken by the Government to raise the status of teachers in the country. The Minister was replying to a question by Shri D. C. Sharma.

The Minister in his statement said that the suggestions made to the State Governments were necessarily of a general nature. The following, he said, was the position in regard to some of the suggestions.

One of the main recommendations for raising the status of teachers was that the salary scales of teachers should be improved at all levels. At the Primary School teachers level the State Governments of Assam, Bihar, Orissa, Punjab, Kerala, West Bengal, Mysore, Uttar Pradesh and Rajasthan have responded and upgraded the salary scales. In Andhra Pradesh the scales of pay have not been upgraded but *ad hoc* increase in pay at Rs. 5 p.m. has been sanctioned to low-paid teachers.

In regard to Secondary School teachers, assistance has been given to State Governments for the improvement of salary scales to the extent of 50% of the additional cost. Advantage of assistance has been taken by the following States: Assam, Bombay, Madhya Pradesh, Madras, Orissa, West Bengal, Mysore, Kerala and Bihar.

In regard to College and University teachers, the University Grants Commission have offered to meet 80% of the increased cost of bringing the salary scale of teachers of State Universities, to the level of the scales enjoyed by the Central Universities provided the remaining 20% is met by the University or the State Government concerned. This has been taken advantage of by the 20 Universities listed below:—

Andhra, Annamalai, Bihar, Calcutta, Gauhati, Gujarat, Jadavpur, Karnatak, Kerala; Madras, Mysore, Nagpur, Osmania, Patna; Poona, Punjab, Rajasthan, S.N.D.T., Bombay and Utkal.

The Universities of Baroda, Sardar Vallabhai Vidyapeeth (Bombay State) and Shri

Venkateswara and the Government of Andhra Pradesh have not agreed to share the expenditure and therefore could not get any assistance from the University Grants Commission.

The Universities of Allahabad, Agra, Bombay, Jammu and Kashmir, Lucknow and Saugar have salary scales better or equal to those recommended by the University Grants Commission.

In regard to the affiliated and constituent Colleges, the University Grants Commission have offered to share 50% of expenditure on upgrading salary scales whereas in case of women teachers the Commission have agreed to bear 75% increased expenditure. So far 14 Universities have agreed to take advantage of the scheme. The following institutions/Universities have agreed to take advantage of the scheme:—

Allahabad, Andhra, Bombay, Calcutta, Gujarat, Jammu and Kashmir, Madras, Osmania, Poona, Punjab, Rajasthan, Saugar, S.N.D.T. and Sardar Vallabhai Vidyapeeth:

As regards other suggestions referred to in Starred Question 1396 answered on April 2, 1958, replies have been received from the States of Andhra Pradesh, Pepsu, Vindhya Pradesh, Bombay, Saurashtra and Travancore-Cochin. They have accepted the suggestions in principle and are acting on them as far as they can.

The State Governments were also requested to revise the Constitution of the Senates, Syndicates and Academic Councils of Universities with a view to increasing the number of teachers on these bodies. This would raise the status of teachers. The Governments of Madras, Andhra Pradesh, Kerala, Orissa, Bihar, Uttar Pradesh, Punjab, Mysore and Rajasthan have accepted these suggestions. The States of Andhra, Orissa and Punjab have already amended the University Acts and implemented the suggestions. The remaining State Governments have promised to keep these suggestions in view while amending the University Acts with which they are concerned.



## GOVERNMENT ORDERS AND CIRCULARS—EXPEDITIOUS DISPOSAL OF PAPERS

**Subject.**—Government letter No. ED 2 PAQ 58 dated 15-4-1958, directing that instructions be issued for expeditious disposal of Government letters.

1. It is found that when communications are sent to the subordinate officers, they take months to send the reply, even in very simple matters. It causes undue delay and holds up Government work.

2. Government have therefore directed that all the subordinate officers be instructed to send up replies to the correspondence addressed to them by this office within a fortnight, failing which a telegraphic reminder should be sent to them and the cost thereof recovered from the officer, or the official, responsible for the delay.

3. All the Deputy Directors and the District Educational Officers are requested to bear in mind this direction of the Government and see that all replies to this office communications are dealt with expeditiously and the information furnished to this office

within a fortnight, failing which they will have to pay the cost incurred in sending telegraphic reminders.

4. If the required information is not available in their offices, they must send an interim reply within a week stating that the information has been called for and will be submitted on receipt. In the case of Legislative Assembly and Legislative Council questions, they should send for the Range Inspector concerned and collect the information and forward the same to this office, or, in the alternative, the District Educational Officer may send a clerk of his office to the Range Inspector's Office concerned to collect the information and submit the report.

5. It is hoped that the Inspecting Officers will pay their personal attention to the communications received from this office and will not give room for the unpleasant procedure of recovering the cost of telegrams from them.

### LETTERS TO THE EDITOR

Sir,—I thank you immensely for the very kind encouragement you are giving us. I am indeed grateful to you for the recent article published in the Journal of last month on the Project—A Visit to the Local Municipality.

The School self-government started in the School last year is going ahead with more cultural activities this year. The monthly report of all these activities are being reviewed by the All-India Radio, Bangalore, every month. Last month on the 31st, this was broadcast. This month our report will be broadcast on the 28th instant between 2-15 and 3 p.m. The School has indeed attracted the attention of one and all and as a result, we are getting many donations. We already got the following:

1. A beautiful Mantap for the School Ganapathi costing Rs. 150.

2. A school wall clock costing Rs. 100.

3. A plastic-cum-paper plaster of paris idol of Lord Ganapathi costing Rs. 75.

4. Ornamental lighting arrangements with neon-tube lights for the above Mantap costing Rs. 75.

5. Electrification of the School building at a cost of Rs. 350.

The switching-on ceremony of the School electric lights will be celebrated on the Independence Day, i.e., on the 15th instant, with Bhāratha Vachana, etc.

Let me end this with the famous quotation from Edmond Courtney, Earl of Devon:

"I expect to pass  
Through this life but,  
Once....if, therefore, there  
Be any kindness I can show,  
Or any good thing I can do,  
To my fellow human beings  
Let me do it now, let me not,  
Defer it, or neglect it,  
For I shall not pass,  
This way again."

We always seek your blessings in our doings and I trust you will always bless us in our humble service. Thanking you once again.

B. V. KESHAVA IYENGAR,  
*Municipal High School, Gundlupet.*

[The Headmaster of the School, Sri B. V. Keshava Iyengar, is known to us for his enthusiastic work. A good set of teachers and a band of willing workers among the student community fired with a desire to co-operate and do something good, something tangible, something sustaining for the School and the community can reform a school. My hearty congratulations to one and all of this School.—The Editor.]



## OUR ASSOCIATIONS

### Government High School, Napoklu, Coorg

**A**N educational excursion of 32 students including 11 girls of the Government High School, Napoklu, Coorg, with one lady and two men teachers including the Headmaster of the School, Sri. D. N. Krishnayya, was recently conducted for four days.

The excursionists went to Mangalore from Napoklu and saw the working of the Printing Press, Tile Factory and Government Polytechnical Institute. They paid visits to the Railway Station, the St. Aloysius College and the Chapel, the Kadri Temple and the Light House Hill. They went to the seashore after crossing the Gurupura river by steam launch. The aerodrome at Bajpe was also included in the visits.

From there they proceeded to Moodubidre and Karkala where they saw the thousand-pillared Jain basti and the stone-image of Gomateswara respectively. The excursionists went to the Board High School, Karkala, and the Headmaster of the High School Sri. S. R. Achar was kind enough to tape record the songs and short speeches of the students and teachers of the excursion party. The visiting students gave displays of lezeem and Coorg Bolkat dances which were much appreciated by the students of Karkala. After a pleasant mixing up of the students of both the High Schools for some time the excursionists took leave of the Headmaster and the students of the Board High School, Karkala and motored to Udupi. The same evening they went to Malpe near Udupi and wetted their feet in the waters of the Arabian Sea.

At Udupi they visited the famous Krishna Temple and gave their offerings to God. In the afternoon, on their way to Dharmasthala they went to the M.G.M. College and Kasturba Medical College, Manipal and saw the biology and medical laboratories of the respective colleges. They also visited the Manipal Handloom Weaving Factory.

Dharmasthala is one of the holiest places in South Kanara. The party then motored to Subramanya another holy place in South Kanara. After performing poojas there, they returned to Napoklu through Puttur.

The excursion was a very educative one to the students inasmuch as a few of the pupils living in a completely rural area where even cinemas have not penetrated,

saw the Railway Station, the train, the steam launch, the sea, and the aeroplane for the first time in their life. Besides, the visits to factories and to some educational institutions were of great value to them as they saw many things about which they had read in books or heard from others with their own eyes and felt impressed with them. The excursionists returned to their homes enriched with knowledge and experience. This student-excursion from a completely rural High School has been of great help to the students to widen their knowledge.

This excursion was organised under the Central Government Scheme of Youth Welfare Programme and Students Tour and it is hoped that the Central Government will further sponsor many more such excursions.

### Government High School, Chikkanahally

**T**HE School Union of the High School, recently organised on the model of an Assembly, had a most colourful function on the occasion of Ganesha Mangalarathi under the Presidency of the popular Dr. B. S. Bhagavan Singh of the locality. The highlight of the function was that the complete organisation was in the hands of the student secretaries and a top class drama 'Narada Garva Bhanga' was enacted. The school is having the rich experience of their talented Headmaster, Sri. N. Narasimhaiah, to guide their activities.

### Municipal High School, Bangarpet

**A**T a meeting of the 'Teachers Association' held recently under the Chairmanship of the Headmaster, Sri. N. Nanjunda Sastry. The teachers discussed problems regarding the Teacher-Status in schools and particularly the grievances of teachers in Municipal High Schools.

Amongst the several resolutions passed at the meeting one related to the adoption of a Senior Grade of High School Teachers as in Government High Schools and another related to the taking over of all the Municipal Schools to the Control of the Government.

### Primary School Teachers' Association, Rampura, Molakalmuru

**A**T a recent meeting of the Association, the teachers resolved that all the S.S.L.C. Teachers working in schools be given the



uniform scale of pay Rs. 50-30-80-4-120 as in all the Departments of the State. In another resolution they urged the grants of free education to the children of teachers and free medical aid to all members of the teaching profession and their families.

### The Middle School Teachers' Association, Kadur

THE Association was recently inaugurated by Sri. D. H. Rudrappa, M.L.A., Birur, and presided over by Sri. H. V. Srirangaraj, B.Sc., B.T., District Educational Officer, Chickmagalur.

The function began with the Invocation of Sri. D. S. Raghavachar. Welcome song was sung by K. S. Ganapathi. Sri. T. Shamaiyengar, President of the Association, welcomed the Chairman and the guests.

Sri. D. R. V. Setty explained the aims and objectives of forming one single Association of teachers of all Middle Schools instead of having different Associations for different schools. He said the main purpose of the Association was to bring to the notice of the Government, the difficulties under which they were working to enhance their social and economic status, to arrange for model lessons for the benefit of the inexperienced teachers and to organise teachers and demonstrations of talent.

Sri. D. H. Rudrappa, M.L.A., speaking next said that the Government of Mysore is spending every year nearly 12 crores of rupees for the cause of Education. Still the teachers' cause has not received sympathetic treatment. He exhorted the teachers to continue their good work, as it was a noble calling. He enriched a great interest in the cause of the teachers and promised to do his best.

Sri. K. T. Mudiappa, Vice-President of Town Municipal Council, Kadur, spoke about the advantages of Associations of Teachers.

The President spoke at length about the formation of Teachers' Associations and asked the teachers to integrate all the Primary and Middle School Associations. He explained in detail about the schemes for starting schools in villages. He thanked the local people for their co-operation in implementing the developmental schemes in Education. He wished all success to the Association.

The Secretary proposed a vote of thanks to the Chair and other guests.

### The Middle School Teachers' Association, Kadur Taluk

THE Middle School Teachers' Association, Kadur Taluk, discussed at a recent meeting the following subjects:—

1. Removal of the disparity of the scales of pay of the S.S.L.C. qualified teachers and the S.S.L.C. qualified II Division clerks;
2. Converting  $\frac{1}{4}$  of the posts of the present scales to promotional grade of Rs. 100-10-150;

3. Granting charge allowance to Headmasters, in Middle Schools.

They represent as follows:

1. In the general revisions of scales of pay of G.O.'s and N.G.O.'s with effect from 1-1-1957, the teachers with S.S.L.C. qualifications have been granted the scale of Rs. 50-3-80-4-100 as against Rs. 40-2-50-3-80. The II Division clerks with S.S.L.C. qualification were given the same scales of pay as were given to the II Division clerks. But it is a matter of great injustice that while revising the scales of pay, the teachers are given the maximum of Rs. 100 only that is Rs. 20 less than that granted to II Division clerks. It is needless to point out that this glaring disparity has caused much discontent among the teachers. The reasons furnished below; this has to be reconsidered.

- (a) The teachers now reach their maximum in 15 years from the date of their appointment and stagnate with the maximum of Rs. 100 till the end of their service, while the clerks will earn their increments for 5 years more to reach their maximum of Rs. 120.

- (b) While the clerks have the opportunity of being promoted as I Division clerks getting the same pay as the graduates (Rs. 75-180) the teachers have no such opportunities.

- (c) Just as the II Division clerks have to pass the departmental tests and examinations, so also the teachers have to pass the departmental tests and examinations. Besides, the teachers are required to undergo the professional training and have to pass the training examination. Thus it is clear the teachers whose qualifications are more than those of the clerks are given a maximum less than that given to the clerks.

- (d) Though this disparity is not felt keenly now, it is keenly and painfully felt

(Continued on page 265)



## BOOK REVIEWS

*Proceedings of the State Education Ministers' Conference.* (Ministry of Education, Government of India), 1958. Pp. 172.

This is the official report of one of the most important Conferences conducted by the Government of India on the 20th and 21st September 1957, at the highest level to discuss Basic Education Programmes, Educational Development Schemes and Achievements in the First Five-Year Plan.

The discussions and conclusions form very valuable reading. They give an insight into the emerging educational pattern in India.

D. VISWESWARAIYA.

*A Review of Education in India.* (Ministry of Education, Government of India), 1957-58. Pp. 16.

This small pamphlet was prepared by the Ministry for submission to the XXI International Conference on Public Education, Geneva.

1957-58, being the second year of the execution of the Second Five-Year Plan, we read in this report all the efforts that are being made to provide the minimum standard of education for the largest number of citizens within the limited resources available.

An authoritative report containing statistical information of education in rural areas, budget estimates and teacher-training.

D. VISWESWARAIYA.

*The Education Quarterly.* (Ministry of Education, Government of India), June 1958. Price Rs. 8.00 per annum.

A standard publication which has been disseminating very useful information to all the educationists and practising teachers.

The special features are the learned articles. They say, "Abolish Examinations", by Smt. Murial Wasi, "Examining Teacher", by Sri. K. C. Khanna, "The Essay Type of Examinations", by Ayesha Jacob, "Improvement of Examinations", by Sri. Salamathika, "Examinations in Art", by Sri. B. C. Sanyal, "Examination in Science and Technology", by Shri B. D. Laroia.

A worthy magazine for every school and college.

D. VISWESWARAIYA.

*A Basic Grammar of Modern Hindi.* (Published by the Ministry of Education and Scientific Research, Government of India, New Delhi.) Price Rs. 1.62.

This Grammar of Modern Hindi, or Khari Boli as it is generally known, has been prepared by Dr. Aryendra Sharma, M.A. (Alld.), D.Phil. (Munich), Professor of Sanskrit, Osmania University, Hyderabad (Deccan) with the assistance of a committee consisting of eminent linguists of India—like Dr. Suniti Kumar Chatterji and Dr. Baburam Saksena and also of prominent Hindi propagandists—like Padma Shree M. Satyanarayana, M.P. No doubt a good many Hindi Grammars are available, but none of them can claim to have been written in accordance with the latest methods of language study paying special attention to the difficulties of learners of Hindi from non-Hindi areas. It can be said without any contradiction that the book under review has met the above need to a large extent. The book is divided into five sections with several chapters in each section dealing with the rules of Hindi Grammar in a lucid manner. The usefulness of this treatise would have been greatly increased if the syntax had been discussed in all its aspects and if one more chapter had been included to explain the idioms, phrases, proverbs, etc. Nevertheless, the authors of this Grammar are worthy of all praise and the Ministry of Education, Government of India must be congratulated for bringing out a very useful book in the series of their publications. The printing and the get-up of the book are excellent and it is priced at Rs. 1.62 enabling one and all to have a copy of the same.

SHRI HIRANMAYA.

*Gruhavignana* (Kannada). By Sundaramma. (Christian Literature Society.)

The book under review deals with the domestic problems of life common to all. The author has very usefully covered important problems in a very interesting way with simple remedies and suggestions to tackle this vital aspect of life. The Government is laying stress on the subject Domestic Science and I feel that this book will, to a large extent, meet with the requirements as a suitable Text-book.



Vital subjects like the Food and Balanced Diet, Home Maintenance, etc., are detailed in these pages which every student could learn with advantage for her future home. Some of the suggestions given are to educate not only the students but also the housewives. It is trusted that the latter will receive the book to their liking. Sufficient importance has been given to Home Hygiene, healthy atmosphere and prevention of diseases, child care, etc.

The book can undoubtedly be classified as a general purpose book and therefore can be recommended for the library. The illustrations are suggestive, simple and apt. The title is very apt. The get-up, types and paper used are good. The wrapper is also sufficiently attractive. I wish the book a long life of usefulness.

VIMALA SHANKAR.

### Our Associations

(Continued from page 263)

when the teachers begin to stagnate after reaching the maximum in their scales of pay.

(e) This disparity is not only disadvantageous to the concerned teachers but also disadvantageous to the Education Department in particular and the Nation in general as the talented persons do not join the Department.

2. It is found that all the other departments have a separate promotional grade for the officials. But teachers with S.S.L.C. qualifications have been deprived of this. As such a promotional grade of at least Rs. 100-10-150 may be sanctioned to the Heads of the Institutions. At present there is distinction between the pay of Headmasters and that of the Assistant masters and this hampers the efficient administration of the Institutions, and the tone of school would never improve unless there is the next higher grade. In view of this, the Headmasters' posts of all the Middle Schools may be provided with the senior scale with immediate effect converting at least one fourth of the posts of the present grade to that of the promotional grade namely Rs. 100-10-150.

3. As at present, there is no difference in the pay of Headmaster and the Assistant Masters. The Headmasters who, in addition to teaching work, are responsible for the general administration which includes the financial responsibility and financial duties, such as fees collection, treasury transactions, drawing and disbursement of salaries, maintenance of accounts and replying to the Audit objections. A charge-allowance ranging from Rs. 10 to Rs. 20 may be sanctioned with immediate effect. A similar allowance is granted to those who handle cash transactions in other departments.

ಭದ್ರಾವತಿ ಕೇಂದ್ರ ಪ್ರಾಥಮಿಕ ಪಾಠಶಾಲಾ.—

ಭದ್ರಾವತಿ ಕೇಂದ್ರದ ಪ್ರಾಥಮಿಕ ಪಾಠಶಾಲೆಗಳ ಉಪಾಧ್ಯಾಯರ ಸಂಘದ ಸಭೆಯು ಇದೇ ಭದ್ರಾವತಿ ತಾಲ್ಲೂಕು ಹಿರಿಯೂರಿನಲ್ಲಿ ಸಮಾವೇಶಗೊಂಡಿತ್ತು. ಗ್ರಾಮದ ಪಟೇಲರಾದ ಶ್ರೀ ಬಸವರಾಜ್ ಅವರು ಸಭೆಯ ಅಧ್ಯಕ್ಷತೆಯನ್ನು ವಹಿಸಿದ್ದರು. ಶ್ರೀಮತಿ ಮೂಕಾಂಬಿಕಮ್ಮನವರಿಂದ ದೇವತಾ ಪ್ರಾರ್ಥನೆಯಾದ ನಂತರ ಸಂಘದ ಕಾರ್ಯದರ್ಶಿ ಶ್ರೀ ಬಿ. ಗೋವಿಂದಪ್ಪನವರಿಂದ ಕಳೆದ ಮೀಟಿಂಗಿನ ವರದಿಯನ್ನು ಓದಿ ಸಭೆಯಲ್ಲಿ ರಿಕಾರ್ಡ್ ಮಾಡಲಾಯಿತು. ಶ್ರೀ ರಾಘವೇಂದ್ರರಾಯರಿಂದ ಭಾರತ ನಾಚನವೂ, ಸಂಘದ ಕಾರ್ಯದರ್ಶಿ ಬಿ. ಗೋವಿಂದಪ್ಪನವರಿಂದ 'ಸನಾತನ ಧರ್ಮ' ಎಂಬ ವಿಚಾರವಾಗಿ ಭಾಷಣವೂ, ಶ್ರೀ ಕೆ. ವಿ. ಸುಬ್ಬರಾಯರಿಂದ ಹಾಸ್ಯವೂ, ಶ್ರೀ ಎಸ್. ಹನುಮಂತಪ್ಪನವರಿಂದ 'ಬಸವಣ್ಣನವರ ವಚನ'ವೂ ನಡೆದು ಸಭೆಯ ಮೆಚ್ಚಿಗೆಯನ್ನು ಪಡೆದವು. ಸಂಘದ ಕಾರ್ಯದರ್ಶಿಯವರಾದ ಬಿ. ಗೋವಿಂದಪ್ಪನವರು ಮೈಸೂರು ಎಜ್ಯುಕೇಷನ್ ಫೆಡರೇಷನ್ನಿನ ಕಾರ್ಯಕಾರಿ ಸಮಿತಿಯ ಸದಸ್ಯರಾದ್ದರಿಂದ ತಾ|| ೭-೯-೧೯೫೮ ರಲ್ಲಿ ಬೆಂಗಳೂರಿನಲ್ಲಿ ನಡೆದ ಫೆಡರೇಷನ್ನಿನ ಮೀಟಿಂಗಿನಲ್ಲಿ ಭಾಗವಹಿಸಿ, ಸಭೆಯಲ್ಲಿ ನಡೆದ ಕಾರ್ಯಕಲಾಪಗಳನ್ನು ಸಭೆಯಲ್ಲಿ ವಿನೂತಿಸಿದರು. ಗ್ರಾಮದ ಎನ್.ಟಿ.ಎಂ.ಎಸ್. ಶಾಲೆಯ ಮುಖ್ಯೋಪಾಧ್ಯಾಯರಾದ ಶ್ರೀ ದ್ಯಾಮಪ್ಪನವರು ಸಹಾಯೋಪಾಧ್ಯಾಯರ ಮತ್ತು ಗ್ರಾಮಸ್ಥರ ಸಹಕಾರದಿಂದ ಸಭೆಯ ಎಲ್ಲಾ ಸದಸ್ಯರಿಗೂ ರುಚಿಕರವಾದ ಉಪಹಾರವನ್ನೇರ್ಪಡಿಸಿದ್ದರು. ಕಾರ್ಯದರ್ಶಿಯವರಾದ ಶ್ರೀ ಗೋವಿಂದಪ್ಪನವರಿಂದ ವಂದನಾರ್ಪಣೆಯಾದ ಮೇಲೆ ರಾಷ್ಟ್ರಗೀತೆಯೊಡನೆ ಸಭೆ ಬರಕಾಸ್ತಾಯಿತು.



## ನೈಜ ಶಿಕ್ಷಣ

ಮೂಲ ಲೇಖಕರು: ಮಹಾತ್ಮಾ ಗಾಂಧಿ.

ಅನುವಾದಕ: ಕೃ. ನಾರಾಯಣರಾವ್

“ಶಿಕ್ಷಣ” ಶಬ್ದವು ಇತ್ತೀಚೆಗೆ ಎಲ್ಲಾ ಭಾಷೆಗಳಲ್ಲೂ ಬಳಕೆಯಲ್ಲಿ ಬರುತ್ತಿದೆ. ಸರ್ಕಾರಿ ಶಾಲೆಯಾಗಿರಲಿ ಅಥವಾ ಖಾಸಗಿ ಶಾಲೆಯಾಗಿರಲಿ ಅದು ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ತುಂಬಿರುತ್ತದೆ. ಕಾಲೇಜುಗಳಲ್ಲಿ ಸ್ಥಳವೇ ಇರುವುದಿಲ್ಲ. ಗುಜರಾತಿನ ಕಾಲೇಜಿನಿಂದ ಎಷ್ಟೋ ವಿದ್ಯಾರ್ಥಿಗಳು ಸ್ಥಳ ಸಿಕ್ಕದೆ ವಾಪಸು ಬರಬೇಕಾಯಿತು. ಶಿಕ್ಷಣದ ಮೇಲೆ ಇಷ್ಟೊಂದು ವ್ಯಾಮೋಹವಿದ್ದರೂ ಈ ವಿಷಯವಾಗಿ ನಾವು ಶಿಕ್ಷಣವೆಂದರೇನು? ಅದರಿಂದ ನಮಗೆ ಪ್ರಯೋಜನವೇ ಅಲ್ಲವೇ ಎಂಬುದನ್ನು ಯೋಚಿಸಬೇಕಾಗಿದೆ. ಶಿಕ್ಷಣದ ಅರ್ಥವನ್ನು ನಾವೂ ಸ್ಥೂಲವಾಗಿ ತಿಳಿಯುತ್ತಾ ಹೋದ ಹಾಗೆಲ್ಲಾ ಅದರ ಉದ್ದೇಶವೂ ಸಹ ನಮಗೆ ಅರ್ಥವಾಗುತ್ತಾ ಹೋಗುತ್ತದೆ. ಹಾಗೆಯೇ ನಾವು ಉದ್ದೇಶದ ವಿಷಯವಾಗಿ ಯೋಚಿಸಿದಂತೆಲ್ಲ ನಮಗೆ ಶಿಕ್ಷಣ ಪಡೆಯುವುದರಿಂದ ನೌಕರಿಯು ಲಭಿಸುವುದೆಂಬ ಉದ್ದೇಶವೇ ಅಧಿಕವಾಗಿ ಮನಗಾಣುತ್ತದೆ. ಹಲವಾರು ಔದ್ಯೋಗಿಕ ಜನರು ತಮ್ಮ ವಿದ್ಯಾಭ್ಯಾಸವಾದನಂತರ ತಮ್ಮ ಉದ್ಯೋಗವನ್ನು ಮರೆತು ನೌಕರಿ ಹುಡುಕಲು ಪ್ರಾರಂಭಿಸುತ್ತಾರೆ. ನೌಕರಿಯು ದೊರೆತಕೂಡಲೇ ತಮ್ಮ ಉದ್ಯೋಗವನ್ನು ಮುಂದುವರಿಸುವುದು ತುಚ್ಛವೆಂದು ಭಾವಿಸಿ, ಗುಮಾಸ್ತ ಕೆಲಸವನ್ನು ಪಡೆಯುವುದೇ ಸರಮ ಭಾಗ್ಯವೆಂದು ಬಗೆಯುತ್ತಾರೆ.

ಇಂತಹ ಸ್ಥಿತಿಯನ್ನು ನಾನು ಹಿಂದೂಸ್ತಾನದಲ್ಲಿ ಸಂಚರಿಸುತ್ತಾ ನಾಲ್ಕುಕಡೆ ನೋಡಿದ್ದೇನೆ ಮತ್ತು ಇದಕ್ಕಾಗಿ ನನ್ನ ಹೃದಯವು ಬಹುಬಾರಿ ಮರುಗಿದೆ.

ಶಿಕ್ಷಣವು ಯಾವ ಒಂದು ಸಾಧ್ಯವಸ್ತುವೂ ಅಲ್ಲ. ಆದರೆ ಸಾಧನವಸ್ತು ಮಾತ್ರ. ಯಾವ ಶಿಕ್ಷಣದಿಂದ ನಾವು ಚರಿತ್ರವಂತರಾಗುತ್ತೇವೆಯೋ ಅದೇ ನೈಜಶಿಕ್ಷಣವೆಂದು ಪರಿಗಣಿಸಬಹುದು. ಶಾಲಾ ಶಿಕ್ಷಣದಿಂದ ಇಂತಹ ಫಲಸ್ವರೂಪವೇನೂ ಈವರೆವಿಗೂ ಕಂಡುಬಂದಿರುವುದಾಗಿ ಯಾರೂ ಹೇಳಲಾರರು. ಶಾಲೆಯಲ್ಲಿ ಕುಳಿತು ಚರಿತ್ರೆಯನ್ನು ಹಾಳುಮಾಡಿಕೊಳ್ಳುವ ಹಲವಾರು ಉದಾಹರಣೆಗಳು ನಮಗೆ ಕಂಡುಬರುತ್ತಿವೆ. ಒಬ್ಬ ನಿಷ್ಪಕ್ಷಪಾತಿ ಯಾದ ಇಂಗ್ಲಿಷ್ ಲೇಖಕನು ಹೇಳಿದ್ದಾನೆ—“ಎಂದಿನವರೆಗೆ ಹಿಂದೂಸ್ತಾನದಲ್ಲಿ ನಮ್ಮ ಶಾಲೆಗಳು ಮತ್ತು ಗೃಹಗಳಲ್ಲಿನ ರೀತಿ ನೀತಿಗಳೊಂದಿಗೆ ಹೊಂದುವುದಿಲ್ಲವೋ ಅಂದಿನವರೆಗೆ ಎರಡೂ ಕಡೆಗಳಿಂದ ಅವನು ನಷ್ಟಹೊಂದು

ವನು.” ಮನೆಯ ತಾಯಿ ತಂದೆಗಳಿಂದ ಮತ್ತು ಅಕ್ಕಪಕ್ಕದ ವಾಯುಮಂಡಲದಿಂದ ನಮ್ಮ ನವಯುವಕರಿಗೆ ಯಾವ ಬಗೆಯ ಜ್ಞಾನವು ದೊರೆಯುವುದೋ ಅದಕ್ಕೆ ವಿರುದ್ಧವಾಗಿ ಶಾಲೆಗಳಲ್ಲಿ ಜ್ಞಾನ ಬೆಳಗುವುದು. ಸ್ಥೂಲನ ರೀತಿ ನೀತಿಯು ಆಗಾಗ್ಗೆ ಮನೆಯ ರೀತಿ ನೀತಿಗಳಿಗೆ ವಿರುದ್ಧ ಕಾಣುವುವು. ನಮ್ಮ ಪಠ್ಯಪುಸ್ತಕಗಳಲ್ಲಿ ಕೊಟ್ಟಿರುವ ಶಿಕ್ಷಣವು “ಪರೋಪದೇಶಂ ಕುಶಲಾಧಿಕಂ” ಜನರ ಮುಖಾಂತರ ಕೊಡಲ್ಪಟ್ಟ ಶಿಕ್ಷಣದಂತೆ ಕಂಡುಬರುತ್ತದೆ. ಅವುಗಳಿಂದ ನಮ್ಮ ಮನೆಗೆಲಸಗಳಾವುವನ್ನೂ ಮಾಡುವ ಅವಕಾಶಗಳ ಕಲ್ಪನೆಯೇ ಶೂನ್ಯಪ್ರಾಯವಾಗಿದೆ. ನಾವು ಏನು ಕಲಿಯುತ್ತಿದ್ದೇವೆ? ಇದರ ವಿಷಯವಾಗಿ ತಾಯಿ ತಂದೆಗಳಿಗೆ ಗಮನವೇ ಇರುವುದಿಲ್ಲ. ಹೆಚ್ಚಾಗಿ ವಿದ್ಯಾಭ್ಯಾಸವು ಪರೀಕ್ಷೆಯಲ್ಲಿ ತೇರ್ಗಡೆಹೊಂದುವ ಮತ್ತು ತೇರ್ಗಡೆಯಾದ ನಂತರ ಮರೆತು ಹೋಗುವ ಒಂದು ಉದ್ದೇಶವಾಗಿರುತ್ತದೆ. ಹಲವು ಆಂಗ್ಲೀಯರು ನಮ್ಮನ್ನು ಕಂಡು ನಾವು ಕೇವಲ ಬೇರೆಯವರ ಅನುಕರಣೆಗಳು ಎಂದು ಹೇಳಿರುವುದು ನಿಜಕ್ಕೂ ಅರ್ಥರಹಿತವೇನಲ್ಲ. ಅವರಲ್ಲಿ ಒಬ್ಬನು ನಮ್ಮನ್ನು ಬ್ಲಾಟಿಂಗ್ ಪೇಪರಿಗೆ ಹೋಲಿಸಿದ್ದಾನೆ. ಹೇಗೆ ಬ್ಲಾಟಿಂಗ್ ಪೇಪರು ಕಾಗದದ ಮೇಲೆ ಇರುವ ಮಸಿಯನ್ನು ಹೀರುವುದರಲ್ಲಿ ಆಸಕ್ತಿಯಿಂದಿರುತ್ತದೆಯೋ ಹಾಗೆಯೇ ನಮ್ಮ ಸಭ್ಯತೆಯು ಮಟ್ಟ ಅಂದರೆ ಅದು ಕೆಡಕನ್ನೇ ಯಾವಾಗಲೂ ಆರಿಸುವುದಾಗಿದೆ. ಹೀಗೆ ಈ ಲೇಖಕನು ಪರಿಗಣಿಸಿದ್ದಾನೆ. ಬಹಳ ದಿನಗಳಿಂದ ನಮ್ಮ ಸ್ಥಿತಿ ಹೀಗಾಗಿದೆ ಎಂಬುದನ್ನು ನಾವು ಪರಿಗಣಿಸಬೇಕಾಗಿದೆ. ಈ ಸ್ಥಿತಿಗಳ ಕಾರಣಗಳನ್ನು ನಾನು ಯೋಚಿಸಿದಂತೆಲ್ಲಾ ಪೂರ್ಣ ದೋಷವು ನಾವು ‘ಇಂಗ್ಲಿಷ್’ ಮುಖಾಂತರ ಶಿಕ್ಷಣ ಪಡೆಯುವುದರಿಂದಲೇ ಸಂಭವಿಸಿರುವುದೆಂಬುದು ನನಗೆ ಅರಿವಾಯಿತು. ಮೆಟ್ರಿಕ್ಯುಲೇಷನ್ ವರೆಗೆ ಓದಿ ಮುಗಿಸಲು ಪ್ರತಿಯೊಬ್ಬನಿಗೂ ೧೨ ವರ್ಷ ಬೇಕಾಗುವುದು. ಇಷ್ಟೊಂದು ಅಧಿಕ ಕಾಲದಲ್ಲಿ ನಮಗೆ ಅತ್ಯಲ್ಪ ಜ್ಞಾನವು ಪ್ರಾಪ್ತಿಯಾಗುವುದು. ಆದರೆ ನಮ್ಮ ಪ್ರಯತ್ನವು ಈ ಜ್ಞಾನವನ್ನು ನಮ್ಮ ಕೆಲಸಕಾರ್ಯಗಳಲ್ಲಿ ಉಪಯೋಗಿಸಿಕೊಳ್ಳುವುದರಲ್ಲಿರದೆ ಕೇವಲ ಇಂಗ್ಲಿಷ್ ಭಾಷೆಯಲ್ಲಿ ಪಾರಂಗತರನಿಸುವುದರಲ್ಲಿ ಮಾತ್ರ ಇರುತ್ತದೆ. ವಿದ್ವಾಂಸರ ಅಭಿಪ್ರಾಯಗಳಂತೆ ಮೆಟ್ರಿಕ್ಯುಲೇಷನ್ ವರೆಗಿನ ವಿದ್ಯಾಭ್ಯಾಸವನ್ನು ತಮ್ಮ ತಮ್ಮ ಭಾಷೆಗಳಲ್ಲೇ



## ನೈಜ ಶಿಕ್ಷಣ

ಕೊಟ್ಟುದಾದರೆ ಕನಿಷ್ಠ ಪಕ್ಷ ೫ ವರ್ಷಗಳ ಉಳಿತಾಯ ವಾಗುತ್ತದೆ. ಈ ರೀತಿ ಪ್ರತಿ ಹತ್ತು ಸಾವಿರ ಮೆಟ್ರಿಕ್ಯು ಲೀಟರ ಮೇಲೆ ಜನತೆಗೆ ಐವತ್ತು ಸಾವಿರ ವರ್ಷಗಳ ನಷ್ಟ ವಾದಂತಾಯಿತು. ಇದು ಬಹಳ ಗಂಭೀರತೆಯ ವಿಷಯ ವಾಗಿರುವುದರ ಜೊತೆಗೆ ನಮ್ಮ ಭಾಷೆಗೂ ಸಹ ಬಡತನ ವನ್ನು ಕೊಡುವುದಾಗಿದೆ. ಯಾವಾಗಲಾದರೂ ನಾನು ಗುಜರಾತಿ ಭಾಷೆಯು ಬಡಪಾಯಿಯಂತಾಗುತ್ತಿದೆ ಎಂದು ಕೇಳಿದಾಗ ನನಗೆ ನಿಜಕ್ಕೂ ಕೋಪ ಬರುತ್ತದೆ. ಸಂಸ್ಕೃತದ ಈ ಒಂದು ಮುದ್ದಿನ ಮಗುವು ಬಡವಾಗುತ್ತಿದೆ ಎಂದರೆ ಅದರ ದೋಷವು ಭಾಷೆಯದಲ್ಲ, ಅದರ ಅದನ್ನು ಸಂರಕ್ಷಿ ಸುವವರಾದ ನಮ್ಮದು. ನಾವು ಅದನ್ನು ತಿರಸ್ಕರಿಸಿದ್ದೇವೆ ಅಲ್ಲದೆ ಮರೆತೇಬಿಟ್ಟಿದ್ದೇವೆ. ಹೀಗಿರುವಾಗ ಅದರಲ್ಲಿ ಯಾವ ತೇಜಸ್ಸು ಅಥವಾ ಶೌರ್ಯವಿರಬೇಕೋ ಅದು ಎಲ್ಲಿಂದ ಬಂದೀತು? ನಮ್ಮ ಮತ್ತು ನಮ್ಮ ಮನೆತನ ದಲ್ಲಿಯೇ ಒಂದು ಬಗೆಯ ತಡೆಯು ಉಂಟಾಗಿದೆ. ತಾಯಿ ತಂದೆ, ಕುಟುಂಬಿಗಳು, ನಮ್ಮ ಸ್ತ್ರೀಯರು, ನೌಕರ ಜಾಕರರು ಮತ್ತು ಇತರ ಯಾರ್ಯಾರೊಂದಿಗೆ ನಾವು ಬಹು ಕಾಲ ಇರುತ್ತೇವೆಯೋ ಅವರೆಲ್ಲರಿಗೂ ನಮ್ಮ ಶಾಲೆಯ ಶಿಕ್ಷಣವು ಒಂದು ಗುಪ್ತ ಧನದಂತಾಗಿದೆ. ಇದು ಅವರಿಗೆ ಯಾವ ಕೆಲಸಕ್ಕೂ ಬರುವುದಿಲ್ಲ. ಇಂತಹ ವಿರುದ್ಧ ದಿಶೆ ಗಳು ಇರುವಾಗ ಅಲ್ಲಿ ಜನತೆಯು ಎಂದಿಗೂ ಮೇಲೇಳ ಲಾರದೆಂದು ನಾವಾಗಿಯೇ ಈಗ ತಿಳಿದುಕೊಳ್ಳಬೇಕಾಗಿದೆ. ನಾವು ಬ್ಲಾಟಿಂಗ್‌ವೇಪರ್ ಆಗದಿದ್ದ ಪಕ್ಷದಲ್ಲಿ ಐವತ್ತು ವರ್ಷಗಳಿಂದ ದೊರೆತ ಶಿಕ್ಷಣದಿಂದ ಎಲ್ಲರಿಗೂ ಒಂದು ಬಗೆಯ ನವಪ್ರವೃತ್ತಿಯು ಕಾಣಬರಬೇಕಿತ್ತು. ಜನತೆಯು ನಮ್ಮನ್ನು ಸುಧಾರಿತರೆಂದು ಭಾವಿಸಿ ಬೇರೆ ಮಾಡಿಬಿಡು ತ್ತದೆ. ನಾವು ಪ್ರತಿ ಜನಾಂಗದವರನ್ನೂ ಕಾಡುಜನರಂತೆ ಭಾವಿಸಿ ನೀಚದೃಷ್ಟಿಯಿಂದ ನೋಡುತ್ತೇವೆ.

ಕಾಲೇಜಿನಲ್ಲಿ ದೊರೆಯುವ ಪೂರ್ಣ ಶಿಕ್ಷಣದ ವಿಚಾರ ಮಾಡುವಾಗಲೂ ನಮಗೆ ಇದೇ ಫಲಸ್ವರೂಪವು ಸಿಕ್ಕು ತ್ತದೆ. ಅಲ್ಲಿ ಜ್ಞಾನದ ಒಳ್ಳೆಯ ಬುನಿಯಾದಿಯನ್ನು ಹಾಕುವುದರಲ್ಲೇ ಸಮಯವು ಕಳೆಯುತ್ತದೆ. ಅಲ್ಲಿ ನಮ್ಮ ಭಾಷೆಯನ್ನು ಮರೆಯಲು ನಾವು ಯತ್ನಿಸುತ್ತೇವೆ. ಕೆಲವರಿಗೆ ತಮ್ಮ ತಂದೆ ತಾತಂದಿರ ಭಾಷೆಯ ಮೇಲೆ ತಿರಸ್ಕಾರ ಮೂಡುತ್ತದೆ. ನಾವು ನಮ್ಮ ಪರಸ್ಪರ ವ್ಯವಹಾರ ವನ್ನು ವ್ಯಾಕರಣರಹಿತ ಮತ್ತು ಉಚ್ಚಾರಣಾ ದೋಷ ಗಳೊಂದಿಗೆ ಇಂಗ್ಲೀಷಿನಲ್ಲಿ ಪ್ರಾರಂಭಿಸುತ್ತೇವೆ. ಬೇರೆ ಬೇರೆ ಶಾಸ್ತ್ರಗಳ ಪರಿಭಾಷಿತ ಶಬ್ದಗಳನ್ನು ನಮ್ಮ ಭಾಷೆ ಯಲ್ಲಿಯೇ ನಿಶ್ಚಯಿಸಲಾರದೆ ಇಂಗ್ಲೀಷಿನ ಆ ಶಬ್ದಗಳನ್ನು

ಪೂರ್ಣರೀತ್ಯ ನಾವು ತಿಳಿಯುವುದಿಲ್ಲ. ಕಾಲೇಜು ವ್ಯಾಸಂಗದ ನಂತರ ನಮ್ಮ ಬುದ್ಧಿಯಲ್ಲಿ ಶೌರ್ಯವಿರು ವುದಿಲ್ಲ. ಅಲ್ಲದೆ ನಮ್ಮ ಶರೀರವೂ ಬಲಹೀನವಾಗುತ್ತದೆ. ಔಷಧಿಯ ಶೀತೆಗಳು ಜೀವಮಾನಪರ್ಯಂತ ನಮ್ಮನ್ನು ಹಿಂಬಾಲಿಸುತ್ತಿರುತ್ತವೆ. ಇಷ್ಟಾದರೂ ಸಹ ನಾವೂ, ನಮ್ಮ ಜನತೆಯೂ “ನಾವು ಜನತೆಯ ಅಳತೆಕೋಲು, ಅದರ ಸಂರಕ್ಷಕರು ಮತ್ತು ಜನತೆಯ ಭವಿಷ್ಯವು ನಮ್ಮ ಕೈಯಲ್ಲಿ” ಎಂದು ಪರಿಗಣಿಸುತ್ತಿದ್ದೇವೆ. ಕಾಲೇಜಿ ನಿಂದ ಹೊರಬಂದ ಯಾರಾದರೂ ನವಯುವಕನು ಗಾಢ ವಾಗಿ ಯೋಚಿಸಿ ಜನತೆಯ ಸಂರಕ್ಷಕನಾಗಲು ಒಪ್ಪಿದುದೇ ಅದರ ಅವನನ್ನು ನಾನು ನಿಜಕ್ಕೂ ಸಾಹಸಿಗ ಎನ್ನುತ್ತೇನೆ. ಅಂದರೆ ನಾನು ನಮ್ಮಲ್ಲಿನ ಶಿಕ್ಷಾಪದ್ಧತಿಯ ನಿರಾಶಾ ಜನಕ ಚಿತ್ರವನ್ನು ಇಲ್ಲಿ ತಂದಿದ್ದೇನೆ. ಆದಾಗ್ಯೂ ನಾವು ಈ ನಿರಾಶಾವಸ್ಥೆಯಲ್ಲಿ ಎಚ್ಚೆತ್ತು ಆಸೆಯ ಬೀಜವನ್ನು ಹುಡುಕಬೇಕಾಗಿದೆ. ಇದರ ಉದ್ದೇಶವು ಯಾವ ಹಿಂದೂ ಸ್ತಾನದವನೂ ಇಂಗ್ಲೀಷನ್ನು ಕಲಿಯಲೇಬಾರದೆಂದಲ್ಲ. ರೂಪ ರೂಪದಲ್ಲಿ ಆಯಿತೋ, ಯಾವ ರೂಪದಲ್ಲಿ ದಕ್ಷಿಣ ಆಫ್ರಿಕ ಮತ್ತು ಜಪಾನ್ ದೇಶಗಳಲ್ಲಿ ಆಗುತ್ತಿದೆಯೋ ಹಾಗೆ ನಾವೂ ಮಾಡೋಣ. ಜಪಾನಿನಲ್ಲಿ ಕೆಲವು ಜನರು ಉನ್ನತಮಟ್ಟದ ಇಂಗ್ಲೀಷ್ ವಿದ್ಯಾಭ್ಯಾಸ ಪಡೆದು ಯೂರೋಪಿನ ಸುಧಾರಣೆಗಳಲ್ಲಿ ಯಾವ್ಯಾವು ಯೋಗ್ಯ ವೆನಿಸಿವೆಯೋ ಅವೆಲ್ಲವನ್ನೂ ಆರಿಸಿಕೊಂಡು ಜಪಾನ್ ಭಾಷೆಯಲ್ಲಿ ಜನತೆಯ ಮುಂದೆ ಇಡುತ್ತಾ ಜನತೆಗೆ ಇಂಗ್ಲೀಷ್ ಭಾಷೆಯ ಪರಿಚಯದ ವೈವಿಧ್ಯಮಯವನ್ನು ಉಳಿಸುತ್ತಾರೆ. ನಮ್ಮಲ್ಲಿ ಬಹುಮಂದಿಗೆ ಇಂಗ್ಲೀಷ್ ಪರಿಚಯ ಜ್ಞಾನವಾಗಿದೆ. ಅವರು ಅದನ್ನು ಚೆನ್ನಾಗಿ ಹೆಚ್ಚಿಸಿಕೊಳ್ಳಲಿ. ಯಾರ ಶರೀರಸಂಪತ್ತು ಚೆನ್ನಾಗಿ ದೆಯೋ, ಮಾನಸಿಕ ಉತ್ಸಾಹವು ಯಾರಿಗೆ ಕಡಿಮೆ ಇಲ್ಲವೋ ಅವರು ಇಂಗ್ಲೀಷ್ ಮೊದಲಾದ ಭಾಷೆಗಳಿಂದ ಜನತೆಯ ಕಲ್ಯಾಣದ ವಿಚಾರಗಳನ್ನು ವಿಮರ್ಶಿಸಿ ಅವನ್ನು ತಮ್ಮ ಭಾಷೆಯಲ್ಲಿ ಬರೆದು ಅನುಕೂಲಪಡಿಸಬಹುದು. ಹೀಗೆಯೇ ಪ್ರಯತ್ನಿಸುತ್ತಾ ನಾವು ನಮ್ಮ ಶಿಕ್ಷಣಕ್ರಮ ವನ್ನು ಬದಲಾಯಿಸಬೇಕು ಮತ್ತು ಹೊಸ ಹೊಸ ಶಾಸ್ತ್ರ ಗಳು ಮತ್ತು ಹೊಸ ಹೊಸ ವಿಚಾರಗಳ ಜ್ಞಾನವನ್ನು ಕೇವಲ ನಮ್ಮ ಭಾಷೆಯಲ್ಲಿಯೇ ತರಬಹುದು. ಚಿಕಿತ್ಸಾ ಶಾಸ್ತ್ರ, ವಿದ್ಯುತ್ ಶಾಸ್ತ್ರ ಮೊದಲಾದುವುಗಳ ಪೂರ್ಣ ಜ್ಞಾನವನ್ನು ನಮ್ಮ ಭಾಷೆಯಲ್ಲಿ ಮಾಡಿಕೊಡಲಾಗುವು ದಿಲ್ಲವೆಂದೂ ಹೇಳಲಾಗದು. ಇಂಗ್ಲೀಷ್ ಭಾಷೆಯನ್ನು ಪೂರ್ಣರೀತ್ಯ ಅರಿತನಂತರವೇ ನಮ ಶರೀರದ ವಿವಿಧ



ಅಂಗಳ ಜ್ಞಾನವುಂಟಾಗುವುದು ಅಥವಾ ಮಾನವನ ಮೂಳೆಗಳು ಮುರಿಯುವುವು ಎನ್ನುವಂತಿಲ್ಲ.

ಹಿಂದೂಸ್ಥಾನದ ಶೇಕಡ ೮೫ ಜನರ ಉದ್ಯೋಗವು ವ್ಯವಸಾಯ, ಶೇಕಡ ೧೦ ಜನರ ಉದ್ಯೋಗ ಕೈಗಾರಿಕೆ. ಅವರಲ್ಲಿ ಹೆಚ್ಚು ಜನ ನೇಕಾರಿಕೆ ಮಾಡುವವರಾಗಿದ್ದಾರೆ. ಬಾಕಿ ಶೇಕಡ 5 ಜನ ವಿದ್ಯಾವಂತರು, ರಾಜನೀತಿಜ್ಞರು, ವಕೀಲರು, ವೈದ್ಯರು ಮೊದಲಾದವರಾಗಿದ್ದಾರೆ. ಈ ಕಡೆ ವರ್ಗದವರು ಜನಗಳ ಸೇವೆ ಮಾಡುವುದಾದರೆ ಅವರು ಉಳಿದ ಶೇಕಡ ೮೫ ಜನರ ಉದ್ಯೋಗಗಳ ವಿಷಯವಾಗಿ ಏನಾದರೂ ಪರಿಚಯವಾಡಿಕೊಡಬೇಕಾಗಿದೆ. ಶೇಕಡ ೮೫ ಜನರು ತಮ್ಮ ತಾಯಿ ತಂದೆ, ಮಕ್ಕಳು ಮತ್ತೆ ಯಾರ್ಯಾರು ಕೆಲಸಮಾಡುವರೋ ಅವರ ಜ್ಞಾನವನ್ನು ಪ್ರಾಪ್ತಿಗೊಳಿಸಿಕೊಳ್ಳಬೇಕು. ಈ ಕಡೆ ಧ್ಯಾನ ಕೊಡುವುದಾದರೆ ನಾವು ಶಾಲೆಗಳಲ್ಲಿ ಈ ಎರಡೂ ಕೆಲಸಗಳ ಪರಿಚಯವನ್ನು ಚಿಕ್ಕಂದಿನಲ್ಲೇ ಮಕ್ಕಳಿಗೆ ಕೊಡಬೇಕಾದ ಅವಶ್ಯಕತೆ ಕಂಡುಬರುವುದು. ವ್ಯವಸಾಯ, ನೇಕಾರಿಕೆ ಇವುಗಳ ಜ್ಞಾನವನ್ನು ಮಕ್ಕಳಿಗುಂಟುಮಾಡಲು ನಮ್ಮ ದೇಶದ ಎಲ್ಲಾ ಶಾಲೆಗಳೂ, ಹಳ್ಳಿ ಮತ್ತು ಪಟ್ಟಣಗಳ ನಿಬಿಡ ಪ್ರದೇಶಗಳಲ್ಲಾಗದೆ ವ್ಯವಸಾಯ ಮಾಡಲು ಅನುಕೂಲವಾಗುವ ಕಡೆ ತೆರೆದ ಗಾಳಿ ಇರುವ ಸ್ಥಳದಲ್ಲಿ ನಿರ್ಮಿತವಾಗಬೇಕು. ಈ ಶಾಲೆಗಳಲ್ಲಿ ಹುಡುಗರ ಆಟ ಪಾಠಗಳು ಶಾಲೆಯ ಹೊಲಗಳಲ್ಲಿ ನೇಗಿಲು ಉಳುವುದರಲ್ಲಾಗುವುದು. ಮಕ್ಕಳಿಗೆ ಮತ್ತು ನವಯುವಕರಿಗೆ

ಫುಟ್‌ಬಾಲ್, ಕ್ರಿಕೆಟ್ ಮೊದಲಾದುವನ್ನು ಆಡದಿದ್ದರೆ ಶರೀರವು ಶುಷ್ಕವಾಗುವುದೆಂಬುದು ನಿಜವಾಗಿಯೂ ಮಿಥ್ಯ ರೂಪವಾಗಿದೆ. ನಮ್ಮ ಹಳ್ಳಿಯ ಹುಡುಗರಿಗೆ ಕ್ರಿಕೆಟ್ ಮೊದಲಾದುವನ್ನು ಆಡುವ ಅದೃಷ್ಟವಿಲ್ಲದಿದ್ದರೂ ಅವರ ಆರೋಗ್ಯ ಅಥವಾ ಮೆದುಳುಶಕ್ತಿಯು ಕಡಿಮೆಯಾಗುತ್ತಿರುವಂತೆ ನಮಗೆ ಕಂಡುಬರುತ್ತಿಲ್ಲ.

ಹೀಗೆ ಶಿಕ್ಷಣ ಕ್ರಮವನ್ನು ಬದಲಿಸುವುದು ಅಷ್ಟೇನೂ ಕಷ್ಟಸಾಧ್ಯವಲ್ಲ. ಜನರೆಲ್ಲರೂ ಈ ರೀತಿಯ ವಿಚಾರವನ್ನು ಮನಸ್ಸಿನಲ್ಲಿಟ್ಟುಕೊಳ್ಳುವವರಾಗಬೇಕು. ಆದಾಗ್ಯೂ ಸರ್ಕಾರದ ಕೆಲಸದ ಹುಡುಕಾಟವನ್ನು ಬಿಡುವವರೆಗೂ ಇದು ಅಸಾಧ್ಯವಾಗಿದೆ. ಜನಗಳು ತಯಾರಾಗುವ ಮೊದಲು ಯಾರಿಗೆ ಮೇಲ್ಕಂಡ ವಿಷಯದಲ್ಲಿ ಅಭಿರುಚಿ ಇದೆಯೋ ಅವರು ಪ್ರಯೋಗಗಳನ್ನು ನಡೆಸಿ ನೋಡಬೇಕು. ಜನತೆಯು ಅವರ ಪ್ರಯತ್ನಗಳು ಒಳ್ಳೆಯ ಫಲಕಾರಿಯೆಂದು ಗಮನಿಸಿದರೆ ಅವರೇ ಅದನ್ನು ಅನುಕರಿಸಲು ಪ್ರಾರಂಭಿಸುವರು. ಈ ರೀತಿಯ ಪ್ರಯತ್ನಗಳಿಗೆ ಖರ್ಚು ಕಡಿಮೆಯೆಂದು ನನಗನಿಸುವುದು. ಆದರೆ ಈ ಲೇಖನವನ್ನು ವ್ಯಾಪಾರಕ್ಕನುಗುಣವಾಗಿ ಬರೆದಿಲ್ಲ. ಇದನ್ನು ಬರೆದುದರ ಉದ್ದೇಶವು ಓದುಗರು ನೈಜಶಿಕ್ಷಣ ಯಾವುದು ಎಂಬುದನ್ನು ಯೋಚಿಸುವುದಾಗಿದೆ. ಹೀಗೆ ಯೋಚಿಸುವುದರಿಂದ ಏನಾದರೂ ಫಲ ದೊರೆತುದೇ ಆದರೆ ಇದನ್ನು ಬರೆದ ಪರಿಶ್ರಮವು ಸಫಲವಾಯಿತೆಂದು ತಿಳಿಯಲಾಗುವುದು.

### True Guru

"O 'Brother, my heart yearns for that  
True *Guru*, who fills the cup of  
True love, and drinks of it himself  
And offers it then to me.

He removes the veil from the eyes, and  
Gives the vision of *Brahma*;  
He reveals the worlds in Him and  
Makes me to hear the unstruck music.

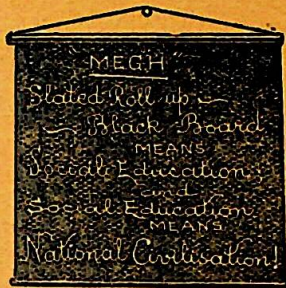
He shows joy and sorrow to be one :  
He fills all utterance with Love."

—Tagore.



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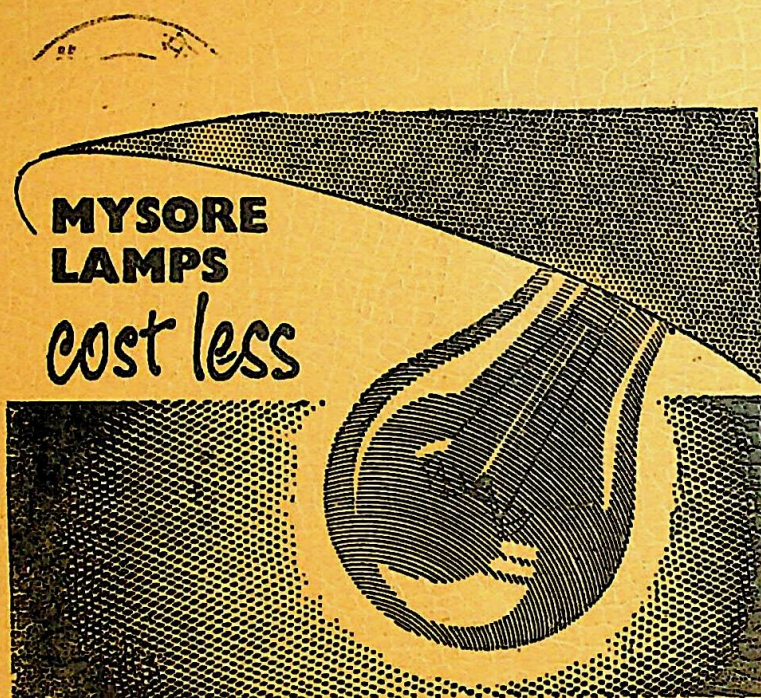
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